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## ABSTRACT

Intended for parents of handicapped children in California, the book contains information on individualized education programming (IEP), parents' rights and responsibilities, and being an advocate. The introduction contains a brief history of special education, a description of the Education for All Handicapped Children Act and the California State Plan for Special Education, and a glossary of special terms. The chapter on the IEP describes the educational programming process (referral, assessment, developing the IEP, placement, instruction, and review) and includes a glossary. The third chapter focuses on parents' rights and responsibilities with emphasis on due process, what it means, and how it works. The final chapter is on being an advocate and includes sections on being involved in the implementation of your child's IEP, exercising your rights, joining a parent organization, becoming a member of a community advisory committee, being an active citizen, and organizing or volunteering to participate in action projects. A list of resources for advocates follows. (DB)

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TO PARENTS OF CHILDREN WITH SPECIAL NEEDS  
A Manual on Parent Involvement  
in Educational Programming

by

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Cara B. Volkmor

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California Regional Resource Center  
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Los Angeles, California

August, 1977

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Dr. John Ise

Mrs. Nancy Levey

Mrs. Nancy Ramos

## FOREWORD

This book is designed for parents of children with handicapping conditions. Its intent is to increase awareness and understanding of your role as participants, with professional educators, in educational decision-making.

In the interest of facilitating communication among us, we have tried to express ourselves as honestly and clearly as possible, and have also included glossaries of frequently used educational terms. Those who wish to go beyond the information provided here may find the annotated resources at the end of Chapter Four to be of value.

A primary motivation for the development of this material was the enactment of a new Federal law which stands to change significantly the futures of handicapped children and their parents. Since late 1975, new developments in the area of education for the handicapped have taken place rather rapidly. Rather than trying to anticipate the next changes, we have purposely based our content on laws, facts, and policies current at the time of writing. The state of California is presently developing new special education legislation (AB 1250) which we anticipate will add even greater strength and scope to the message of this book.

Anne Langstaff Pasanella

Cara B. Volkmor

Los Angeles

June, 1977

MAY, 1979 UPDATE

TO PARENTS OF CHILDREN WITH SPECIAL NEEDS

A Manual on Parent Involvement in

Educational Programming

Dear Reader:

The book which you are about to read was completed in 1977. Since that time, some important changes have taken place. Current information is provided below for certain pages of this manual.

Page

- ii California AB1250 was passed into law in October, 1977; related legislation, AB3635, was passed in July 1978.
- 9 There are now seventeen Master Plan sites (RLAs); it is expected that more will be funded in 1979-1980, and that by school year 1981-1982, all school districts in California will be operating under the Master Plan for Special Education.
- 10 Point number 3. should say:  
By 1981-82 serve ALL children ages 4 years 9 months to 18 years who have exceptional needs and serve ALL severely handicapped students, 3 through 21 years, who require intensive services.
- 14 The Seven Additional RLAs Are:

|                                |                                   |
|--------------------------------|-----------------------------------|
| Fresno Unified School District | San Diego Unified School District |
| Glenn County                   | Santa Clara County                |
| Merced County                  | Santa Cruz - San Benito Counties. |
| Riverside County               |                                   |

Page

- 16 The School Appraisal Team (SAT) and Educational Assessment Service (EAS) are now authorized by AB1250/3635, and are still required only in Master Plan Sites.
- 17 Minimum membership of the SCHOOL APPRAISAL TEAM is: (1) School principal or designee; (2) Special education teacher or specialist(s); (3) Parent(s). A regular teacher, and/or other specialists (e.g. school psychologist, nurse, social worker, counselor), as well as the child, may participate when needed and appropriate.
- 18 Minimum membership of the EDUCATIONAL ASSESSMENT SERVICE is:  
(1) Program specialist or special education administrator; (2) Special education teacher(s) or specialists; (3) person(s) who have assessed the student; (4) parent(s). When needed and appropriate, these persons may also participate: regular teacher; teacher who referred the student; the student; representative of the nonpublic school when student receives such services; other specialists.
- 52 In California, the school must comply with parents' request to see their child's records within five days.
- 65 Copies of the final regulations for P.L. 94-142 were published in the Federal Register on August 23, 1977, pages 42474-42518. Copies of California AB1250 and 3635 and related regulations can be obtained from the State Department of Education.
- 76 The California State Director of Special Education is now Dr. Gordon Duck.

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## CHAPTER ONE

### INTRODUCTION

#### TO PARENTS OF CHILDREN WITH SPECIAL NEEDS...

This is a book about how you, as a parent of a child with special learning needs, can work cooperatively with educators in your community to help your child receive an education which really meets his/her exceptional needs.

Children "with exceptional needs" are those whose educational needs cannot be met in the regular classroom program and who require special education and services. These children include those who have physical, mental, learning, or emotional conditions which interfere, to a mild or serious degree, with their growth and development. A more complete definition is given in the glossary at the end of this chapter.

Recent estimates reveal that there are about eight million children with exceptional needs in the United States. The State of California alone is presently serving approximately 350,000 handicapped children in the public schools. An additional number, already identified, are not yet receiving educational services. All of these children can benefit from appropriate education and training.

The message of this book is that all individuals with exceptional needs, regardless of the nature or severity of their handicap, have a right to a publicly supported educational program which meets their unique needs. Furthermore, parents can, and should, be actively involved in ensuring this right for their children.

The purpose, then, of this book is to assist you in becoming better informed about new approaches in special education, and more effective as a participant in educational planning for your child.

Following is an outline of what you will find in this book:

1. A brief review of the background for some of the significant changes that are being made in educational programming for handicapped children in California and the nations' schools;
2. Some practical information about recent federal and state laws regarding the education of handicapped children, and information on parents' rights which are guaranteed in the law.
3. A general outline of the process which schools will be using to develop the best educational program possible for individual handicapped students;
4. A step-by-step description of how parents participate with the school team in developing, and in reviewing the results of, individualized educational programs for their children;
5. Several suggestions on how to become more actively involved in appropriate educational planning for your child;
6. Some ideas about ways of joining with other parents in working with educators to increase the number, and to improve the quality, of educational programs and services for all students with exceptional needs;
7. A listing of resources (books; articles; pamphlets; agencies) which can provide you with additional information;
8. Definitions of terms which are used frequently in the book and which you will hear educators using when they talk with you about your child's program.

It is an exciting time in special education right now. As you will see in the section which follows, "we've come a long way". The future holds greater promise for individuals with exceptional needs than at any other time in our nations'

history. Turning promise into reality for individual children is a task for parents and professionals working together. Together we can do a lot to hasten the day when individuals with exceptional needs win their appropriate place, not just in schools, but in society.

## HOW TO TELL IF THIS BOOK HAS "SOMETHING IN IT FOR YOU"

Consumers in general, and parents of handicapped children in particular, usually want information that is clear, accurate, and immediately useful to them. In order to decide whether the information in this book is the kind that may be useful to you, consider the following:

- Some handicapped children in California are not receiving any special education services, and some are not receiving appropriate services. Parents need to know how to obtain services for their children.
- A major long-range goal of the California State Department of Education is to ensure that 100% of California's handicapped, from infants to 21-year olds, are receiving free appropriate public education services. The target date for reaching this goal is 1982. The State Department of Education has developed a detailed plan and schedule. Parents need to know when they can expect certain services to be available.
- Parent consent in writing, is required for both assessment and placement of students in special education programs. Parents need to know the procedures used by local schools.
- Parents can ask to see the school's records and files relating to their child. Parents need to know their rights.
- An individualized educational plan must be developed and written for each student identified as having exceptional needs. Parents need to know their children's rights too.
- Parents of students with exceptional needs must be invited to participate in the meeting when their child's educational plan is being developed. Parents need to know how they can participate in making educational decisions.
- The educational progress of students with exceptional needs must be reviewed at least once a year. Parents need to know what progress their child is making and how the school measures progress.

- Parents who disagree with the findings or recommendations of the school have the right to request a review. Parents need to know how to exercise their rights.
- Students with exceptional needs have the right to receive services in the setting which is most suitable to their needs, and which does not separate them from normal children more than is absolutely necessary. Parents need to know what types of educational settings are available to meet their child's needs.
- Special education programs must be coordinated with other programs and services in the community. Parents need to know about other agencies which can provide services to their children and to themselves.

SO, IF YOUR CHILD....

- Is under 21 years of age, and
- Has a condition which you know, or suspect, is interfering with normal growth and development,

YOU will likely have an interest in, or a need for, the information contained in this book.

If your child is already receiving special education services, and your greatest interest is learning about how the process of identification, assessment, educational programming, and review is conducted for students with exceptional needs, you may want to turn immediately to Chapter Two.

For those who are interested in also learning about new federal and state laws which, via their mandates, stand to change the future of special education, we suggest that you read the remainder of this chapter.

## SPECIAL EDUCATION: YESTERDAY, TODAY...THE FUTURE

In 1975, the Education of all Handicapped Children Act, or Public Law 94-142, was passed. Its goal is to provide suitable programs for every child, no matter how handicapped. States are now preparing to meet the demands of that law. In California, our preparation really began back in 1974 with Assembly Bill 4040 which authorized ten Responsible Local Agencies (RLAs--school districts and county schools offices) to try out a new approach to delivering special education services to the individuals with exceptional needs in their local areas. This approach is known as the California Master Plan for Special Education.

This book is mainly about what the recent federal and state laws mean for handicapped students and their parents. The promise and excitement created by these new laws is captured in the expressions used to describe them.

P. L. 94-142 has been called a "Bill of Rights" for the handicapped; the National Advisory Committee on the Handicapped calls it "landmark legislation with unprecedented guarantees", and predicts that "major inroads will be made in the unfinished elements of the revolution in education of the handicapped" (p. 17).

In order to fully appreciate the significance of the changes that are taking place in special education, we should look back at our two centuries of history.

The chart below summarizes the major milestones reached between 1776 and 1975.

The information in the chart was drawn from the 1976 Annual Report of the National Advisory Committee on the Handicapped.

| DATE      | PUBLIC SERVICES FOR THE HANDICAPPED                                                                                                                                                                               |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1776-1817 | no public education services for handicapped; neglect                                                                                                                                                             |
| 1817--    | rise of the asylums and residential institutions (custodial)                                                                                                                                                      |
| 1869--    | establishment of day school classes for handicapped                                                                                                                                                               |
| 1869-1913 | expansion of a dual system of residential and day schools especially for deaf, blind and retarded children; around 1900, state programs supported by state subsidies and supplemental local school programs begin |
| 1920--    | day classes in public schools gain acceptance; provision of services still dependent on the wealth and good will of the community                                                                                 |
| 1950      | beginning of a period of rapid expansion of public school programs                                                                                                                                                |
| 1957      | funds voted by Congress for research on education of the mentally retarded; beginning of increased federal interest and support                                                                                   |
| 1965      | beginning of passage of federal laws supporting education of the handicapped                                                                                                                                      |
| 1975      | Education for All Handicapped Children Act (P.L. 94-142) passed; the fundamental right of the handicapped to an education established as national policy.                                                         |

## EDUCATION FOR ALL HANDICAPPED CHILDREN ACT, PUBLIC LAW 94-142

This important law, passed in 1975, greatly broadens, as of October 1, 1977, the provisions of earlier Federal legislation. P.L. 94-142 authorizes massive expansion of the basic state grants program. This act is very significant in that it:

1. Has no expiration date; it is regarded as a permanent instrument;
2. Is more than an expression of Federal interest in special education; it makes a definite commitment to all handicapped children;
3. Sets forth as national policy the viewpoint that education must be extended to handicapped persons as their fundamental right (National Advisory Committee on the Handicapped, p. 6). P.L. 94-142\* includes provisions which are designed to ensure that:

- A free appropriate public education is available to all handicapped children;
- The rights of handicapped children and their parents are protected.

Federal assistance is given to states and eligible local school districts and educational agencies, who meet the requirements of the law, to provide for the education of all handicapped children. The first priority for use of federal funds is to serve handicapped children who need, but who are not receiving, special education services. The second priority is to serve children with the most severe handicaps (within each disability area) who are receiving some, but not all, of the special education services they need.

Other requirements for state and local education agencies receiving funds under the act are that they must:

- Conduct a program to identify handicapped children not in school, or not receiving special education services;

\*For a copy of P.L. 94-142, write your Congressman, or order it from the Superintendent of Documents, United States Government Printing Office, Washington, D.C. 20402 (45¢ per copy).

- Have as an ultimate goal the provision of special educational opportunities for all handicapped children, at no cost to parents;
- Guarantee that fair procedures will be followed in informing parents, obtaining their consent, and allowing them to present their viewpoint if they are in disagreement with the school's recommendations for their child.
- Agree to educate handicapped children, as much as is possible for the individual child, with children who are not handicapped;
- Use testing and evaluation procedures which are appropriate to the child's background and level or mode of functioning;
- Develop for each handicapped student, in cooperation with his/her parents, an individual educational program which states the services the student will receive; the tasks and skills which will be taught; the student's expected performance level; and how the student's progress will be determined.

All of the above requirements are vitally important to parents of children with exceptional needs. In Chapters Two and Three of this book you will find more explanation and discussion of these requirements. Before beginning that discussion, however, we want to tell you about the State of California's response to the federal legislation.

#### CALIFORNIA STATE PLAN FOR SPECIAL EDUCATION

The California State Department of Education, in its annual program plan, submitted to the U.S. Office of Education for funding under P. L. 94-142, strongly indicated its intent to comply with the federal law. The experience of the State Department, and the ten pilot California Master Plan sites (RLAs), has given California a firm foundation on which to plan for statewide changes and improvements in special education. The California Master Plan for Special Education, adopted in 1974, has become California's policy statement for the

provision of a free appropriate public education to all individuals with exceptional needs. Pending legislation (AB 1250) will extend the Master Plan throughout the state. With federal assistance, and new state legislation, the State of California intends to accomplish the following:

1. In 1977-78 serve ALL of the children ages 4 years 9 months to 18 years who have exceptional needs, and who are not presently receiving special education services;
2. In 1977-78 serve MORE of the children ages 3 to 21 years (beginning with those who are most handicapped), who are receiving special education, but who are known to need more appropriate services;
3. By 1981-82 serve ALL students, birth through 21 years, who have exceptional needs.

Note that the above timeline shows a gradual extension of special education services, and it complies with the requirements of P.L. 94-142. Be aware also, that while the commitment and the intent is there, the state of California cannot likely meet this schedule if federal support is at a lower level than is presently expected, and if the state legislature does not adopt new legislation (AB 1250). The above timeline means that if you are now a parent of an infant, a very young child, or a child between the ages of 18 and 21 years, you cannot expect state-wide public special education services to be generally available in your local area until the school year 1981-82. The only exceptions to this provision are:

- a) Within the 10 educational agencies (RLAs listed at the end of this chapter) now implementing the California Master Plan for Special Education who, by law, are already required to serve children aged 3-21 years;
- b) In school districts which voluntarily provide services to a wider age range of handicapped students than the state requires.

For some parents this information will raise immediate hopes and expectations; for others there may be some disappointment. Those who are concerned about the 1982 date can be assured that there is a definite plan in place for the design and delivery of extended services, and the speed with which California is moving ahead with that plan is most encouraging.

## GLOSSARY OF TERMS

### Assessment/Evaluation

Assessment encompasses all those functions in the testing and diagnostic process leading up to development of an appropriate, individualized, educational program and placement for a handicapped child. Assessment may include screening to identify potentially (i.e., high-probability) handicapped children; the observation, testing, and diagnosis of those children to specifically identify each child's handicapping condition and the severity of that condition; and the definition of educational needs based on handicapping conditions and learning profile.

### CH - Communicatively Handicapped

Those students who are deaf, deaf-blind, severely hard of hearing, severely language handicapped (including aphasic) or who have language and speech disabilities.

### CMPSE - California Master Plan for Special Education

California's comprehensive special education plan currently being implemented in ten areas of the state. Educational agencies have three administrative options in developing a comprehensive plan to provide educational services to all exceptional individuals ages 3 to 21: 1) a single school district; 2) a combination of school districts joining with the office of the county superintendent of schools; or 3) a group of contiguous counties or districts.

### Comprehensive Plan

A plan developed by districts and or counties, and submitted for state approval, which assures and provides for delivery of special education services to all eligible individuals with special needs living within the geographic boundaries covered by the plan.

#### FAPE - Free Appropriate Public Education

Every handicapped child aged 3-21 is entitled to an education which meets his individual needs, whether it be in a public school setting or in a private school at public expense, if a public program is not available or appropriate.

#### IEP - Individual Education Program

A written statement, developed by the assessment team (school administrator, child's teacher(s) and parents) translating child evaluation information into a practical plan for instruction and delivery of services. According to P.L. 94-142, the content of the IEP, related to a particular handicapped child, is as follows:

1. present levels of educational performance;
2. annual goals and short-term objectives;
3. specific educational services to be provided;
4. extent to which child will participate in regular classroom;
5. projected date for initiation and duration of services;
6. objective criteria and evaluation procedures; and
7. schedule and procedures for review (must be at least annually).

#### IWEN - Individuals with Exceptional Needs

Those students whose special education needs cannot be met by the regular classroom teacher with modification of the regular school program and who will benefit from special instruction and/or services.

#### LH - Learning Handicapped

Those students who display learning disabilities, behavior disorders, educational retardation, or a combination of these.

PH - Physically Handicapped

Those students who are blind, partially seeing, orthopedically handicapped, or have other health impairments (including drug dependent and pregnant minors).

RLA - Responsible Local Agency

An administrative area where a comprehensive plan, under the California Master Plan for Special Education, is being implemented on a pilot basis. Current RLAs include:

- |                                                                                                                                                 |                                                                                                                                  |
|-------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| 1. <u>Contra Costa County</u><br>Contra Costa County Office of Education<br>75 Santa Barbara Road<br>Pleasant Hill, CA 94523                    | 6. <u>Santa Barbara County</u><br>Santa Barbara Co. Office of Ed.<br>P. O. Box 6307<br>Santa Barbara, CA 93111                   |
| 2. <u>Humboldt-Del Norte Counties</u><br>Humboldt County Office of Education<br>P. O. Box 1408<br>Eureka, CA 95501                              | 7. <u>Santa Monica Unified School District</u><br>Santa Monica Unified School Dist.<br>1723 Fourth St.<br>Santa Monica, CA 90401 |
| 3. <u>Los Angeles Unified School District</u><br>Los Angeles Unified School District<br>P. O. Box 3307, Terminal Annex<br>Los Angeles, CA 90051 | 8. <u>Stanislaus County</u><br>Stanislaus Co. Office of Ed.<br>801 County Center #3 Court<br>Modesto, CA 95355                   |
| 4. <u>Sacramento Unified School District</u><br>Sacramento City Unified School District<br>P. O. Box 2271<br>Sacramento, CA 95810               | 9. <u>Tulare County</u><br>Tulare County Office of Ed.<br>202 County Civic Center<br>Visalia, CA 93277                           |
| 5. <u>San Juan Unified School District</u><br>San Juan Unified School District<br>4848 Cottage Way<br>Carmichael, CA 95608                      | 10. <u>Whittier Area Cooperative</u><br>Whittier Area Cooperative<br>14611 East Broadway<br>Whittier, CA 90604                   |

### SH - Severely Handicapped

Those students who are developmentally handicapped, trainable mentally retarded, autistic, seriously emotionally disturbed.

### Special Education and Related Services

Special Education refers to a set of educational programs and/or services designed to meet the individual needs of exceptional individuals whose needs cannot be met in the regular classroom. Related Services means transportation, and other developmental and supportive services (e.g., speech therapy, psychological services, counseling, social work, etc.).

### REFERENCES

1. California State Department of Education. California Master Plan for Special Education. Sacramento, 1974.
2. California State Department of Education. Annual Program Plan for Fiscal Year 1978. Sacramento, 1977.
3. California State Legislature, Assembly Bill No. 4040, 1974.
4. National Advisory Committee on the Handicapped. The Unfinished Revolution: Education for the Handicapped, 1976 Annual Report. U.S. Government Printing Office, Washington, D.C., 1976.
5. United States Public Law, P.L. 94-142, Education for all Handicapped Children Act of 1975.

## INDIVIDUALIZED EDUCATIONAL PROGRAMMING

Both federal and state law require that all decisions regarding the identification, placement, and educational program for handicapped children be made by a team or group of persons who are knowledgeable about the child.

In California there are two levels for identification, assessment, and educational programming authorized by AB 4040: the School Appraisal Team and the Educational Assessment Service. The School Appraisal Team (SAT) operates at the local school level; members of this team and the functions of the team are shown in Figure 1 on the next page. The Educational Assessment Service (EAS) operates at the district or county level; the professionals who participate at this level, and a list of their functions are shown in Figure 2. Whenever the SAT or EAS meets to develop an educational program for a student with exceptional needs, the parents of the student must be invited to participate in the meeting. When appropriate, the student may also attend.

At this time, the SAT and EAS structure is required only in educational agencies who are implementing the California Master Plan for Special Education; however, it appears likely that all teams responsible for assessment and placement of exceptional children (e.g., Admissions and Discharge Committees) will soon adopt this organizational pattern.

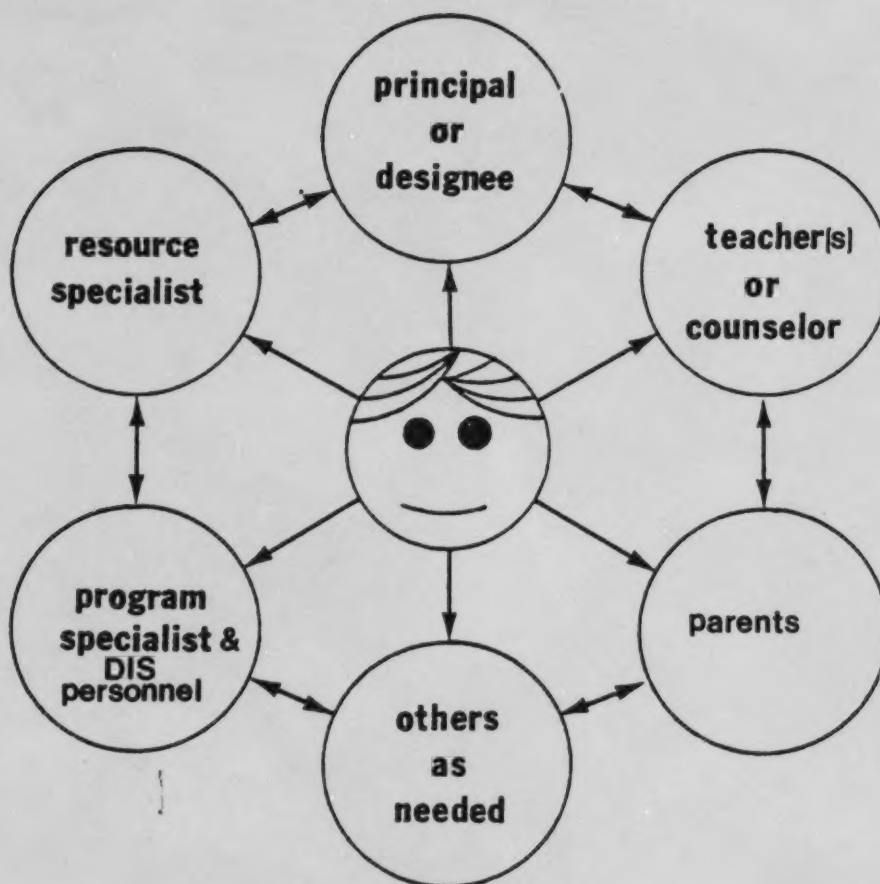
## EDUCATIONAL PROGRAMMING PROCESS

Educational or Instructional Programming for handicapped students includes six steps:

1. Referral of the student to the SAT or EAS;
2. Assessment to determine the student's learning needs;
3. Individual Educational Program (IEP) development--resulting in an appropriate instructional plan for the student;
4. Placement of the student in a setting where needed special education services may best be provided;
5. Instruction of the student which proceeds according to a written plan developed by his teacher(s);
6. Review of the student's progress at least once a year.

FIGURE 1\*

## SCHOOL APPRAISAL TEAM



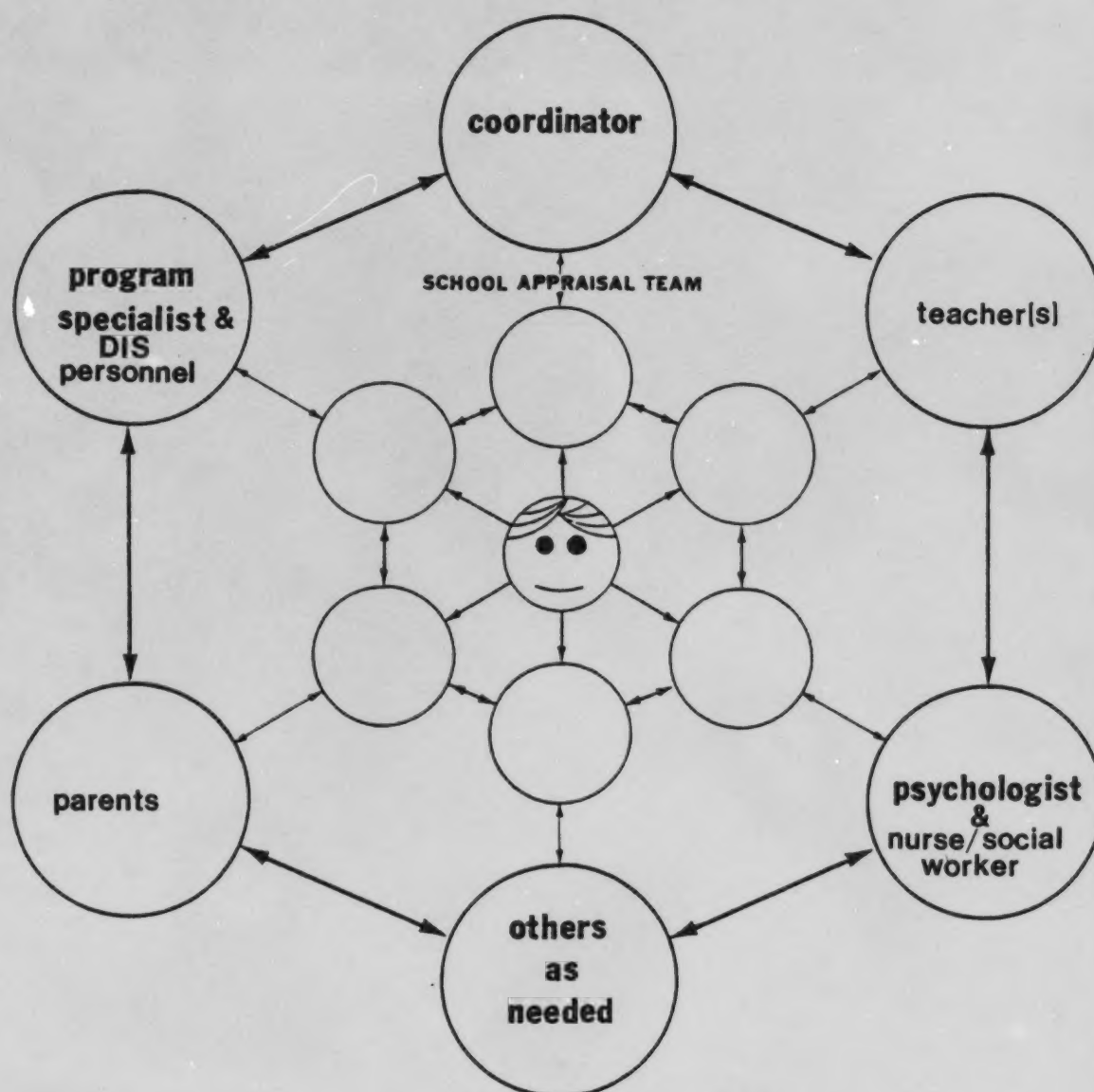
### Major Functions

1. First level for identification, assessment, and instructional planning
2. Develops instructional plan
3. Confers with parents/guardian
4. Reviews instructional programs for which it is responsible
5. Makes placement decisions for programs in its school
6. Refers special class placement recommendations to Educational Assessment Service for review and approval or further assessment

\*Adapted from a Figure prepared by Richard Windmiller, Santa Barbara County Schools.

FIGURE 2\*

## EDUCATIONAL ASSESSMENT SERVICE



### Major Functions

1. Second level for identification, assessment, and instructional planning
2. Develops instructional plans when appropriate
3. Confers with parents/guardian
4. Reviews instructional programs for which it is responsible
5. Makes placement decisions on cases for which it is responsible
6. Reviews and approves special class placement recommendations from School Appraisal Team

\*Adapted from a Figure prepared by Richard Windmiller, Santa Barbara County Schools.

In the following sections, we will look more closely at all of these six steps, and will discuss the development of the student's individual educational program in some detail.

## 1. Referral

The process begins when a student is referred to the SAT or EAS for consideration as a student with exceptional needs.

Referrals may be made by:

parents  
school personnel  
persons from community agencies  
private professionals  
concerned community members  
students themselves.

and be received by:

counselors  
school psychologists  
school principals  
school secretaries  
teachers

For specific information on how to make a referral, contact your local school, or county schools office.

Once a referral is received by the SAT or EAS, the administrator in charge will identify the school person(s) who will:

- a) Collect and review existing information on the student;
- b) Conduct an initial screening to determine if the referral is appropriate and if further assessment is needed to identify the student's learning needs.

If it is determined that the student does not seem to meet the definition of an individual with exceptional needs (see Chapter One, Glossary), the referral will be returned. Reasons for not accepting the referral will be stated and other possible alternatives suggested. For example, students whose only apparent problem is mild or moderate difficulty with reading would not likely be considered "exceptional," and other ways of assisting the student would be suggested.

If there is a need for more information about a student's performance and abilities, the next step would be assessment.

## 2. Assessment

First, the school must send a written notice to the student's parents, stating the reason for the assessment, the types of assessment to be done, and requesting their consent. (See Chapter Three for more information about this notification procedure).

Once parent consent is obtained, the SAT or EAS develops a plan to complete the needed assessment and team members are assigned to conduct the necessary steps within a specified time period.

The purpose of the assessment is to determine the special learning needs of the student, and to provide information about appropriate educational placement, special services, and instructional techniques. Typically, the team will consider the student's educational history, observe the student in his/her present placement, determine the student's present level of functioning in such areas as academic; social; self-help; psychomotor; prevocational or vocational skills. Hearing and vision are checked, as are cultural and language factors which may relate to the child's performance. For some students, the team will need to obtain more indepth information about the student's developmental history, intellectual ability, and language functioning. More information follows in Chapter Three about the rights of students during the assessment/evaluation phase.

## 3. Developing the Individual Educational Program

The law requires that the schools provide an "individualized educational program" (IEP) for each student who is receiving, or who will receive, special education services. This includes students in state residential schools, and those placed by the local school district in a private or nonpublic school. The IEP (also referred to as an "educational plan",

or an "instructional plan") is developed at a meeting of the SAT or EAS. The teacher(s) who will carry out the student's plan, and the student's parents, participate in this meeting. Where appropriate, the student may also participate. The school must make an effort to conduct the meeting at a mutually convenient time and place, and to assist parents in understanding the proceedings at the meeting.

The IEP is a written statement of:

1. The student's present level of educational performance in areas such as academic achievement, social adaptation, prevocational/vocational skills, psychomotor, and self-help skills;
2. Annual goals which describe what the student is expected to accomplish by the end of the school year;
3. Instructional objectives (which represent measurable steps between the student's present performance level and the goals set for the student), and criteria for determining if the objectives are being met;
4. The special education and related services to be provided to meet the child's needs, including the type of physical education and career education program in which the student will participate;
5. The date when services will begin and the length of time they will be given;
6. The type of educational placement the student will have and a description of the extent of the student's participation, if any, in regular education.

Two sample IEPs are shown on the following pages (Figures 3,4).

Various school districts and counties will devise individual formats for the IEP; the ones shown here are only samples. Regardless of the format used, however, all of the items in the list above must be included in a student's IEP.

When you attend a meeting to participate in the development of your child's IEP, you will find it helpful to know the meaning of the terms used by the school team. Following the sample IEPs is an IEP form where we have described, in everyday words, the components of the IEP (Figure 5).

Developing the IEP is a team effort conducted cooperatively by parents and professionals. The meeting to develop the IEP should accomplish the following:

1. Provide each member of the team with a clear picture of the student's areas of strength and weakness;
2. Identify, in order of importance, the student's educational needs, and what goals can reasonably be accomplished within the school year;
3. Specify measurable instructional objectives leading to the accomplishment of each major goal;
4. Identify instructional strategies and materials likely to be needed by the student;
5. Provide a forum for exploring possible program and placement alternatives.

**FIGURE 3 SAMPLE IEP  
IEP - Total Service Plan**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                       |                                                                            |                                                              |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|--------------------------------------------------------------|
| <b>Matthew (DOB 11-22-71)</b><br>Student's Name<br><b>Good Start Kindergarten</b><br>School<br><b>3-15-77</b><br>Meeting Date<br>Committee Members <b>J. Jones (teacher),</b><br><b>B.Booth (psych), B.Henderson (speech)</b><br>Parent Signature of Approval                                                                                                                                                                                                                                                      | <b>Regular kindergarten-itinerant support</b><br>Placement Recommendation<br><b>90%</b><br>% of Time in Regular Education<br><b>parent preference, current progress</b><br>Justification for Type of Placement<br>(include other alternatives considered):<br><b>John Tracy Clinic</b><br><b>preschool class for the deaf</b><br><b>3-15-77</b><br>Placement Date | <b>Special Education and Related Services</b><br><b>Speech therapy</b><br><b>Itinerant teacher for the hearing impaired</b><br>Type of PE<br>Career Ed                                                                | <b>Start Date</b><br><b>3-15-77</b><br><b>3-15-77</b>                      | <b>Duration of Service</b><br><b>9-1-77</b><br><b>9-1-77</b> |
| <b>Present Levels of Performance</b><br><b>Portage Guide, interview with parents,</b><br>academic <b>observation</b><br><b>cognition - #79 - identifies color with object</b><br><b>language - #37 - combines noun and verb</b><br><b>self-help</b><br><b>#72 - dresses self completely, zips and buttons</b><br>social<br><b>#57 - contributes to conversation; attention wanders (observation)</b><br>psychomotor<br><b>#85 - awkward at cutting, pasting, coloring and printing</b><br>prevocational/vocational | <b>Long Range Goals</b><br><b>1. Increase attention to verbal instructions</b>                                                                                                                                                                                                                                                                                    | <b>Annual Instructional Objectives for Each Goal (Include evaluation criteria)</b><br><b>1. Matthew will return his attention to teacher after any interruption or distracting visual stimulus within 10 seconds.</b> | <b>Evaluation Procedures</b><br><b>Portage Guide observation interview</b> | <b>Review Date</b><br><b>9-1-77</b>                          |
| <b>Persons Responsible for Implementing IEP</b><br><b>J. Jones, B. Booth</b>                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Special Inst'l Media/Materials Needed (suggestions to implementers)</b>                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                       |                                                                            |                                                              |

**FIGURE 4 SAMPLE IEP**  
**IEP - Total Service Plan**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                 |                                                                                                          |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| <b>Martin (DOB 10-27-69)</b><br>Student's Name<br><b>Bright Acres</b><br>School<br><b>1-21-77</b><br>Meeting Date<br>Committee Members <b>O.Count (psych), B. Pal (adm), E. Ready (teacher), A.Lawler (speech), O. Payne (nurse)</b><br>Parent Signature of Approval                                                                                                                                                                                                                                                                                                                                         | <b>Development center</b><br>Placement Recommendation<br><b>0%</b><br>% of Time in Regular Education<br><b>Guardian preference; intense service required</b><br>Justification for Type of Placement (include other alternatives considered):<br><b>Home teacher private school</b><br><b>2-1-77</b><br>Placement Date | Special Education and Related Services<br><b>Occupational Therapy once weekly</b><br><b>Medication Mellaril 10mg a.m.</b><br><b>Diet - no wheat or raisins</b><br><b>Adaptive PE daily</b><br>Type of PE<br><b>Adaptive Daily Living Area - daily</b><br>Career Ed                                                                                                                                                                                                                                                                                                             | Start Date<br><b>2-2-77</b><br><b>2-1-77</b><br><b>2-1-77</b><br><b>2-1-77</b><br><b>2-1-77</b> | Duration of Service<br><b>8-1-77</b><br><b>8-1-77</b><br><b>8-1-77</b><br><b>8-1-77</b><br><b>8-1-77</b> |
| <b>Present Levels of Performance</b><br><b>Koontz, Cattell, Meacham, observation, academic interview</b><br><b>Appears unable to do puzzles, stack blocks, or scribble spontaneously</b><br><b>self-help</b><br><b>Eats with spoon, drinks from cup. Does not dress self.</b><br><b>social</b><br><b>Laughs and smiles appropriately. Responds to his name and to "no-no." Screams when frustrated.</b><br><b>psychomotor</b><br><b>Walks with agility, rides tricycle, throws ball. Does not balance on one foot.</b><br><b>prevocational/vocational</b><br><b>Follows simple instructions selectively.</b> | <b>Long Range Goals</b><br><b>1. Increase number of simple directions followed and decrease screaming behavior.</b><br><b>2. Will assist in dressing himself.</b><br><b>3. Will complete simple tasks.</b><br><b>4. Will increase number of motor abilities.</b>                                                      | <b>Annual Instructional Objectives for Each Goal (Include evaluation criteria)</b><br><b>1. Martin will follow simple commands such as "Look at Me," "Line up," "Sit down," without screaming, on 4 out of 5 requests during first module.</b><br><b>2. Martin will unbutton and re-button pants without assistance 4 out of 5 requests during first module.</b><br><b>3. Martin will take 5 donut rings off post and then return them to post without prompts in 3 minutes, 4 of 5 trials.</b><br><b>4. Martin will balance on one foot for 2 seconds, 3 out of 3 trials.</b> | <b>Evaluation Procedures</b><br><b>Koontz Cattell observation</b><br><b>"</b><br><b>"</b>       | <b>Review Date</b><br><b>8-1-77</b><br><b>"</b><br><b>"</b>                                              |
| <b>Persons Responsible for Implementing IEP</b><br><b>E. Ready, C. Shirts, M. Keeper, O. Payne</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Special Inst'l Media/Materials Needed (suggestions to implementers)</b><br><b>None</b>                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                 |                                                                                                          |

FIGURE 5

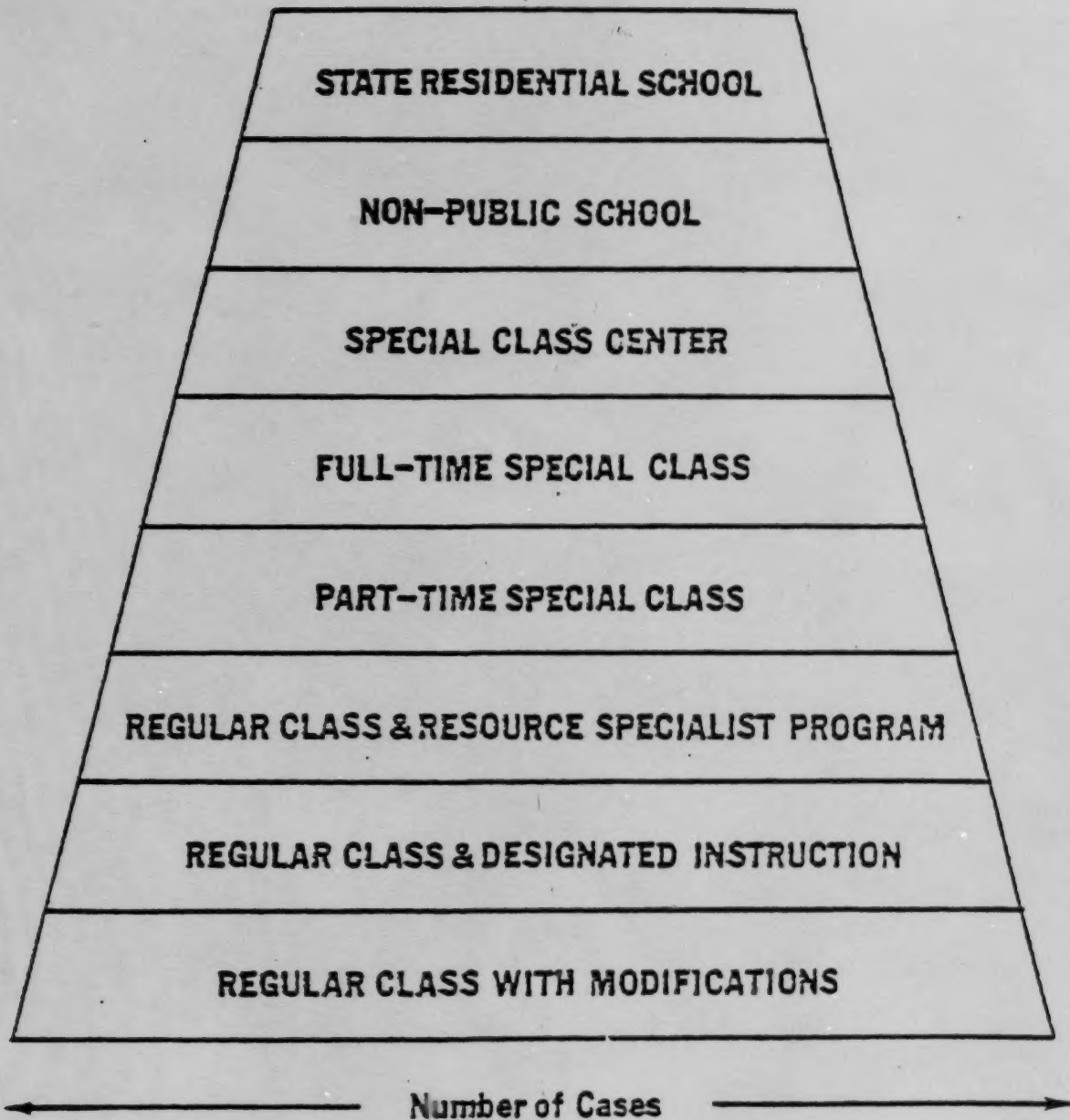
## IEP - Total Service Plan

|                                                                            |         | Type of program/class                                                                                                                                                                   | Special Education and Related Services                                                                                                                | Start Date                                      | Duration of Service                        |
|----------------------------------------------------------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|--------------------------------------------|
| Student's Name                                                             |         | Placement Recommendation<br>Time spent with nonhandicapped pupils                                                                                                                       | Special services which will be provided (e.g., speech; auditory training)                                                                             | When the services will begin.                   | How long the services will be given        |
| School                                                                     |         | % of Time in Regular Education                                                                                                                                                          |                                                                                                                                                       |                                                 |                                            |
| Meeting Date                                                               |         | Justification for Type of Placement<br>(include other alternatives considered):                                                                                                         |                                                                                                                                                       |                                                 |                                            |
| Committee Members                                                          | SAT/EAS | Why this placement was selected                                                                                                                                                         |                                                                                                                                                       |                                                 |                                            |
|                                                                            |         |                                                                                                                                                                                         | Type of PE                                                                                                                                            |                                                 |                                            |
| Parent Signature of Approval                                               |         | Placement Date                                                                                                                                                                          | Career Ed                                                                                                                                             |                                                 |                                            |
| Present Levels of Performance                                              |         | Long Range Goals                                                                                                                                                                        | Annual Instructional Objectives for Each Goal (Include evaluation criteria)                                                                           | Evaluation Procedures                           | Review Date                                |
| academic<br>self-help<br>social<br>psychomotor<br>prevocational/vocational |         | Statements of what the student can and cannot do; based on assessment information.<br>What skills or behaviors the teacher and student are aiming for, arranged in order of importance. | The specific steps to be accomplished toward reaching each goal over the school year; statements telling how well the student is expected to perform. | The way the student's progress will be measured | When the team will review the student IEP. |
| Persons Responsible for Implementing IEP                                   |         | Special Inst'l Media/Materials Needed (suggestions to implementers)                                                                                                                     |                                                                                                                                                       |                                                 |                                            |
| -25- 34                                                                    |         | 35                                                                                                                                                                                      |                                                                                                                                                       |                                                 |                                            |

The IEP which is developed at a meeting of the school personnel and parents is sometimes called a Total Service Plan since it outlines the student's program for the school year and lists the special services which will be provided for the student. Before the IEP is actually carried out in the classroom, the student's teacher(s) and other specialists who will be responsible for teaching the child, will need to prepare a more detailed plan. This is sometimes called the Implementation Plan and it is similar to a series of lesson plans. The Implementation Plan should also be developed cooperatively with parents. We'll discuss the Implementation Plan more fully in Section Five, Instruction.

The Placement Recommendation is a very important part of your child's IEP. Placement refers to the type of educational setting in which your child will receive instruction. There is a wide range of placement options for children with exceptional needs. Figure 6 on the following page shows the kinds of special education placements provided in California. Notice that the placement options are arranged sequentially in terms of their proximity to regular education. Obviously, not all placement alternatives are available within a given school district; however, your school district will be cooperating with other districts, and/or with the County Schools Office, to make a full range of services available to the handicapped children in your geographical area. Unlike the way in which placement decisions were often made in the past, there are now fewer "hard and fast" rules and regulations about a child's eligibility for a particular class, program, or school placement. It is the responsibility of the SAT or EAS, with input from parents (and sometimes also the student), to determine the placement or educational setting in which the student's learning needs can best be met, and in which the child will be most able to function both as a student and as a person.

FIGURE 6



## PROGRAM OPTIONS

#### 4. Placement

One of the important guarantees of P.L. 94-142 is that handicapped children are, to the maximum extent appropriate, educated with normal or less handicapped peers. Only when the nature or severity of the child's handicap is such that s/he cannot be educated in the regular school program--even with the aid of specialists--can removal of the child from regular education be justified. This provision of the law is known as the "least restrictive environment."

Educators are currently struggling to arrive at a functional definition of the concept of "least restrictive environment." Regardless of how we define it, the goal is to provide the best learning environment possible for both the exceptional and the normal child, and to assign children to classes and teachers on the basis of educational needs, rather than handicapping condition. Some things which must be considered in making placement decisions are:

1. What are the student's strengths and primary learning needs?
2. What type of educational setting can most effectively help meet the child's needs? Why?
3. Is the child able to be successful in an integrated program for most, or part of the day? How much should the student be integrated in the regular school program and for what kinds of activities?
4. If the child requires placement in a special class or center, what opportunities will s/he have for interaction with nonhandicapped, or less handicapped peers?
5. Does the physical environment of the setting allow for a wide range of movement and activity?
6. Are the expectations of the staff realistic for this child? (Points one to six are adapted from Edgar, 1976.)

The term "least restrictive environment" has come to be equated with "mainstreaming" or the "integration of handicapped children in regular classrooms". Keep in mind, however, that the concept of "least restrictive environment" means many things. It means that handicapped children have the right of access to appropriate public education programs, unimpeded by architectural, physical, financial, or attitudinal barriers. They have a right to a place in their community, along with all other children. Parents have a right to participate in the discussion and decision concerning their child's placement, to examine the alternatives, and to give their consent. Let's return for a minute to the point about "mainstreaming". Some parents view this trend with joy--that their child will no longer be segregated; others view it with alarm--that their child will be underserved or even harmed. Some parents of nonhandicapped children, as well as some regular and special educators, also have mixed emotions on this subject. Here are some things you should know about mainstreaming:

1. It is an approach that has already been used successfully with mildly handicapped students in some school districts;
2. Mainstreaming does not mean that special classes and centers will be abolished; these placements will still be provided for students who need them, but more thought will be given to how these settings can be made less restrictive;
3. Mainstreaming also means not removing students from the regular program unless it is absolutely necessary;
4. The application of the mainstreaming concept to more severely handicapped students is relatively new;
5. Students can be "mainstreamed" for a major part of the school day, or only for certain activities such as P.E., music, lunch--depending on the student's skills and learning needs;

6. Integrated school settings allow the exceptional child to be a part of the real world; to learn to accept limitations; to observe and model appropriate behavior; to become more socially accepted by other children and adults;
7. Mainstreaming is most successful when the child, the parents, the teacher, and the class are prepared in advance.

Remember, all placement recommendations for your child are made on the basis of assessment information, and your child's participation in special education programs occurs only when you have given written consent.

#### 5. Instruction

Once your child's educational placement has been made, your child's teacher, together with other professionals (Resource Specialist; Program Specialist; Speech and Language Specialist, etc.) will develop an Individual Implementation Plan. This consists of short-term instructional objectives and strategies related to each annual objective specified on the child's Total Service Plan. Parents should also be involved in this step. Short-term objectives are usually written for a period of a few weeks. The Implementation Plan includes a list of instructional resources and materials which will be used to help the child obtain the desired level of performance. The teacher, and other professionals who work with your child, will make periodic checks of your child's progress, and revise or change the short-term objectives and learning activities as necessary. Each short-term objective is intended as a step toward full attainment of annual instructional objectives.

Some sample short-term objectives based on annual goals and objectives are shown below:

Goal: Increase self-help skills

Annual Objective: By June 1978, student will wash hands independently,  
given the direction to "wash hands."

Short-term Objective: Given the direction to "wash hands," the student will wash hands within four minutes and require only verbal prompts.

Goal: Develop communication skills

Annual Objective: By June 1978, upon hearing verbal sounds made by teacher, student will imitate the same sounds.

Short-term Objective: During lunch, when teacher says "say milk," the student will respond with a vocalization 80% of the time for five consecutive days (adapted from Ryan, 1976).

#### 6. Review

At least once a year, your child's IEP will be reviewed by the SAT or EAS. Your child's progress toward stated goals and objectives will be studied. Depending on your child's needs at that point in time, goals and objectives may be modified or changed, and alternate placements and services considered. Remember, you may request a review at any time, and the school is required to so notify you annually. Teachers, and other instructors of your child, may also request a review of your child's progress at any point during the school year.

#### Conclusion

Individualized Educational Programming means that, for each child with exceptional needs, there is a written plan developed to provide the child with the most beneficial educational program in the most appropriate setting. The plan also includes evaluation procedures.

In Chapter Three, we discuss parents' rights and responsibilities in the educational programming process, and in Chapter Four we suggest ways in which parents can be effectively involved in cooperative efforts with school personnel to ensure appropriate educational programming for handicapped children.

## GLOSSARY OF TERMS

### Academic

Refers to subjects such as reading, writing, math, social studies, science.

### Annual Objectives

Specific and concrete statements of what skills a student should have at the end of a school year. Objectives tell where a student is going and when s/he is expected to get there.

### DIS - Designated Instruction and Services

Services provided by specialists that are not normally provided in regular and special class programs or in resource specialist programs. These services may include, but should not be limited to:

Language/speech assessment, development, and remediation

Audiological services

Aural rehabilitation, including auditory training and speech reading

Mobility instruction

Instruction for the visually handicapped

Instruction in the home or hospital

Adaptive physical education

Coordination and/or provision of physical therapy and occupational therapy

Specialized driver training instruction

Career preparation, work-study, occupational training

Counseling and guidance, behavior management

Parent education

DIS personnel include the:

Audiologist - A person who identifies and measures hearing loss and helps in the rehabilitation of those with hearing impairments.

Occupational Therapist - Trained in helping patients develop mental and physical well being in all areas of daily living, e.g., self-care, prevocational skills, etc.

Physical Therapist - Trained in applying treatment to bones, joints, muscles and nerves.

School Psychologist - A person trained to give psychological tests, interpret results and suggest appropriate educational approaches to learning or behavioral problems.

Speech Pathologist or Speech Therapist or Teachers of Speech and Language Impaired - Persons trained to provide analysis, diagnosis, and therapy for speech and language disturbances.

#### EAS - Educational Assessment Service

A district or county level assessment and instructional planning team. Responsible for IWENs requiring more intensive services and possible special class placement. This team includes

- a) an administrative representative of the RLA
- b) the child's parent(s)
- c) the child's teacher(s)
- d) professional specialists from health, psychology, speech and language, etc. according to student's presenting needs.

#### IIP - Individual Implementation Plan

This plan, similar to a lesson plan, is developed by the child's teacher and details short-term objectives and specific strategies for educational intervention.

#### Integrated Program

Refers to participation by students in a regular classroom for specified amounts of time during the school day.

### Long Range Goals

Global and general "aims statements" which describe what needs to be learned by the student.

### LRE - Least Restrictive Environment

The concept that each handicapped child is to be placed in a learning environment that most closely approximates the learning environment of his/her nonhandicapped peers (regular classroom) AND provides for the most appropriate educational opportunities for the handicapped child.

### Program Specialist

Assists and consults with resource specialists, DIS teachers, and special class teachers; plans programs, coordinates curricular resources and assesses program effectiveness; provides expertise in his/her own specialty area (Communicatively handicapped, physically handicapped, learning handicapped or severely handicapped).

### Psychomotor

Refers to muscle responses including development of fine-motor small muscles (cutting etc.) and large muscles (walking, jumping etc.).

### Resource Specialist

An accredited special education teacher who provides instruction and services for those pupils identified as IWENs assigned to regular classroom teachers for the majority of the school day; responsibilities include assessing pupil progress, revising IEPs, coordinating services and consulting with parents and staff.

### SAT - School Appraisal Team

A school-based assessment and instructional planning team consisting of

- a) the school principal or his/her administrative designee
- b) the student's regular teacher
- c) the resource specialist
- d) the parent
- e) the student (where appropriate)

### Self-Help

Refers to feeding, dressing and other activities necessary for functioning in a family, in school and in the community.

### Short-Term Objectives

A series of intermediate steps that will take the student from where s/he is now to accomplishing an annual objective.

### Social

Includes self concept or a persons's idea of him/herself; includes ability to relate to peers and adults.

### Total Service Plan

Developed by the assessment team, this written plan is a statement of the child's present levels of functioning, goals, annual instructional objectives, placement recommendation and additional support services needed. The Total Service Plan provides a framework for more specific planning for daily classroom implementation.

## TERMS YOU MAY HEAR PROFESSIONALS USE

### Achievement Tests

A test that measures what a child has already learned.

### Affective

Pertains to feelings or emotions.

### Aphasia

A weakening or loss of the ability to send and/or receive verbal and/or written messages not connected with diseases of the vocal cords, eyes or ears.

### Aptitude Test

A test which measures someone's capacity, capability or talent for learning something.

### Attention Span

The extent to which a person can concentrate (through vision, hearing, or both) on things.

### Audiogram

A graph showing the range of hearing. Hearing sensitivity for air and bone conducted sounds may be shown on the graph.

### Audiology

The study of hearing and hearing disorders.

### Auditory Comprehension

The ability to understand what one hears.

### Auditory Discrimination

The ability to detect subtle differences among sounds in words (tap-cap; cap-cop).

### Auditory Memory

The ability to remember what is heard (words, numbers, stories). This includes both short and long term memory.

### Auditory Perception

The ability to receive sounds accurately and to understand what they mean.

### Behavior Modification

A procedure that is based on the belief that all behavior is learned and therefore can be unlearned (changed). One must decide the specific behavior to be changed and decide on a definite plan for accomplishing that goal.

### Body Image

An awareness of one's own body and the relationship of the body parts to each other and to the outside world.

### Cognitive

The act or process of knowing. Analytical or logical thinking.

### Coordination, Visual Motor

The ability to relate vision with movements of the body or parts of the body.

### Coordination, Gross Motor

Pertains to use of large muscle groups (jumping, running).

### Coordination, Fine Motor

Pertains to usage of small muscle groups (writing, cutting).

### Decoding

Ability to change sounds or symbols into ideas.

### Developmental

Successive changes during the process of natural growth.

### Directionality

Awareness of the two sides of the body and the ability to identify them as left and right and to project this correctly into the outside world, as in knowing which is the right hand of a person facing you.

### Encoding

Changing ideas to words or written symbols.

### Evaluation, Medical

Examination and diagnosis by a physician.

### Evaluation, Psychological

An assessment to determine the level of functioning through the use of group and/or individual tests. The tests determine the level of functioning in three areas:

1. Cognitive - How much one knows in certain areas; how one thinks.
2. Affective - Pertains to feelings or emotions.
3. Perceptual-Motor - Control, coordination and appropriate responses from all parts of the body.

Recommendations for treatment or placement, when indicated, are made as a result of the evaluation.

### Expressive Language Skills

Skills required to produce language for communication with other people. Speaking and writing are expressive language skills.

### Eye-Motor Coordination

The ability to relate vision with movements of the body or parts of the body.

### Fine-Motor Coordination

Development and control of small muscles such as those used to cut, hold a pencil, etc.

### Gross Motor Coordination

The development and awareness of large muscle activity. Coordination of large muscles in a purposeful manner such as walking and jumping.

1. Bilateral - Ability to move both sides of the body at the same time (jumping).
2. Unilateral - Ability to move one side of the body without moving the other (hopping).
3. Cross Lateral (Cross-Pattern) - Ability to move different parts of the opposite sides of the body together or in different sequences (e.g., skipping which is a highly integrated movement).

### Language, Expressive

Speaking and writing.

### Language, Receptive

Listening and reading.

### Modality

A way of acquiring sensation; visual, auditory, tactile, kinesthetic, olfactory, and gustatory are the common sense modalities.

### Neurological Examination

Tests to determine disease of, or damage to, the nervous system.

### Occupational Therapy(O.T.)

Treatment provided by a therapist trained in helping the patient develop mental as well as physical well being in all areas of daily life, e.g., self-care, prevocational skills, etc. The therapist involves the patient in active participation of the treatment process to help speed up the recovery and rehabilitation process.

## Operations

Processes involved in thinking

1. Cognition - Comprehension or understanding
2. Memory - Retention and recall of information
3. Convergent Thinking - Bringing together of known facts
4. Divergent Thinking - Use of knowledge in new ways. Creative thinking.
5. Evaluation - Critical thinking.

## Perception -

The process of interpreting sensory information. The accurate mental association of present stimuli with memories of past experience.

## Perseveration

Continuing to behave or respond in a certain way when it is no longer appropriate. Difficulty in shifting from one task to another.

## Phonetics

Study of all the speech sounds in language and how these sounds are produced.

## Phonics

Use of phonetics in the teaching of reading. Relating the sound (phoneme) of the language with the equivalent written symbol.

## Physical Therapy

Treatment of disorders of bones, joints, muscles, and nerves. With the prescription of a physician, the therapist applies treatment to the patient in the form of heat, light, massage, exercise, etc.

## Reading Comprehension

The ability to understand what one has read.

### Receptive Language

Receiving and understanding spoken or written communication. The receptive language skills are listening and reading.

### Self-Concept

A person's idea of himself.

### Social Acceptance

The ability to get along with one's peers (friends).

### Social Maturity

The ability to assume personal and social responsibility, expected of persons of similar age.

### Symbolization

The process in which spoken or written symbols take on meaning, that is, are understood by the individual and in turn are used for a verbal or written expression.

### Tactile

Sense of touch.

### Visual Discrimination

Using the eyes to discriminate letters and words.

### Visual Perception

The identification, organization, and interpretation of data received through the eye.

### Word Attack Skills

The ability to analyze words.

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Ryan, T. "So you Want to Write Objectives". In D. Gentry, et al. Systematic Instructional Process Applied to Classrooms for Educating Severely/Profoundly Handicapped Pupils. Seattle: University of Washington, Experimental Education Unit, June 1976.

### CHAPTER THREE

#### PARENTS' RIGHTS AND RESPONSIBILITIES

In Chapter Two we talked about the steps involved in designing special education programs for students with exceptional needs. We looked at each step, from initial identification to annual review, and noted the points where parent involvement and consent are required. We saw that parents of handicapped children have certain rights, guaranteed by the law, and certain responsibilities related to educational programming for their children. In this chapter our intent is to provide you with a clearer understanding of your rights as a parent of a handicapped child, and some suggestions on how to assume your responsibility in exercising these rights.

The growing children's and parents' rights movement is part of the revolution underway in this country to establish, for the handicapped, the same right to an education that already exists for the nonhandicapped. In Chapter One we pointed out that recent federal and proposed state law require that:

- 1) All handicapped children be afforded the opportunity to receive a public education;
- 2) The education provided for handicapped be appropriate to their needs, and without cost to parents;
- 3) Handicapped children be educated in a setting which is as close to the regular school program as is possible for the individual child;
- 4) Opportunity be provided by the school for parent participation in the meeting at which their child's educational program is developed, reviewed, or revised.

The law is quite specific about the steps which schools must follow to safeguard the rights of parents and children. Procedures are spelled out to insure that every person--child, parent, educator--is treated fairly. These procedures are described in the sections which follow.

## DUE PROCESS: WHAT IT MEANS

Due Process--once a term used only by lawyers--is becoming a part of our everyday lives and vocabulary. Due process is a safeguard provided by the 14th Amendment. It refers to the procedures which protect the rights of every person, and insure that every person is treated fairly. Due process has a special meaning for educators and for parents of handicapped children. In education, due process is necessary when and if significant changes are made, or even proposed, in a student's educational placement. Remember--due process is a safeguard for everyone involved--the student, the parents, and the schools. Listed below are some of the important things you should know about due process and procedural safeguards.

- 1) Parents must be notified whenever the school:
  - plans to conduct a special evaluation of your child;
  - wants to change your child's educational placement; or
  - refuses to conduct an evaluation or make a change in placement.
- 2) Parent consent must be obtained before the school conducts the evaluation.
- 3) Parents have the right to obtain an independent educational evaluation of their child.
- 4) Parents must be informed by the school of their right to examine school records which relate to their child's identification, evaluation, and educational placement.
- 5) Parents must receive a full explanation from the school of all of the procedural safeguards provided by the law.
- 6) Parents have the right to participate in the meeting when their child's educational program is designed.
- 7) Parents have the right to an impartial hearing if they disagree with the decision of the school. The schools also have the right to request a hearing.
- 8) Parents and the schools have certain rights in hearing procedures.

In the numbered sections below we discuss each of these eight rights and provide additional information on children's rights to an appropriate educational evaluation and placement.

## DUE PROCESS: HOW IT WORKS

- 1) Parent Notification: Before the school conducts an initial evaluation of your child, or makes a change in your child's educational placement, you will receive a notice telling you what the school plans to do.

### The purposes of the notice are to:

- a) Describe to you, in everyday language, the action proposed by the school, and to explain the reasons for it;
- b) Request your permission to conduct an evaluation, or to change your child's placement; request your permission for your child's records (e.g. medical) to be made available;
- c) Inform you of all of the protections, provided by law, for you and your child.

On the next pages we show samples of parent consent and notification forms. These samples are similar to the forms which you should receive from your school. The first page includes a place for parents to give their written permission; the second page requests permission for the release of confidential information; the third page lists parents' rights.

Remember, you should receive such a notice within a reasonable time before the date that the school plans to take action. It is important to note too that if you request an evaluation or placement change for your child, and the school denies your request, you have a right to receive similar notification.

### What to do if you don't understand the notice:

Call the school person whose name is on the notice, and ask questions about the evaluation procedures to be used and/or the reasons for the proposed action.

You can also ask for the notice to be read aloud to you, or translated into the language which you speak in your home.



Lorenae Delf Arred  
County Superintendent

# Comprehensive Plan For Special Education

SANTA BARBARA COUNTY SCHOOLS, OFFICE OF THE SUPERINTENDENT  
4400 CATHEDRAL OAKS RD • (P.O. BOX 6307) • SANTA BARBARA, CA 93111 • (805) 964-4711

DISTRICT \_\_\_\_\_

## PARENT CONSENT

### FOR SCHOOL APPRAISAL TEAM/EDUCATIONAL ASSESSMENT SERVICE EVALUATION

STUDENT'S NAME \_\_\_\_\_ DATE \_\_\_\_\_

SCHOOL \_\_\_\_\_

\_\_\_\_\_ has been referred to the School Appraisal Team/Educational Assessment Service for an individual evaluation to assist us in developing an Individualized Education Program based upon specific educational needs. This evaluation will be limited to the following areas checked below:

#### PROPOSED ASSESSMENT PLAN

#### ASSESSMENT INSTRUMENTS AND TECHNIQUES UTILIZED

#### PUPIL STUDY REQUIREMENTS:

|                                                                                                                                                 |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <input type="checkbox"/> A SCHOOL HISTORY TO INCLUDE                                                                                            |  |
| <input type="checkbox"/> A SUMMARY OF ACADEMIC PROGRESS                                                                                         |  |
| <input type="checkbox"/> A SUMMARY OF STEPS TAKEN TO ASSIST IN AREAS OF DIFFICULTY                                                              |  |
| <input type="checkbox"/> THE RESULTS OF ASSISTANCE                                                                                              |  |
| <input type="checkbox"/> SOCIAL/AFFECTIVE FUNCTIONING                                                                                           |  |
| <input type="checkbox"/> HEALTH STATUS, INCLUDING A RECENT VISION AND HEARING ASSESSMENT                                                        |  |
| <input type="checkbox"/> EDUCATIONAL ASSESSMENT OF CURRENT FUNCTIONING LEVEL AND POTENTIAL TO FUNCTION IN:                                      |  |
| <input type="checkbox"/> READING                                                                                                                |  |
| <input type="checkbox"/> ORAL AND WRITTEN LANGUAGE                                                                                              |  |
| <input type="checkbox"/> MATHEMATICS                                                                                                            |  |
| <input type="checkbox"/> APPRAISAL OF CULTURAL, ETHNIC, AND LANGUAGE FACTORS WHICH MAY AFFECT SCHOOL FUNCTIONING (INCLUDING LANGUAGE DOMINANCE) |  |
| <input type="checkbox"/> OBSERVATION IN SCHOOL ENVIRONMENT                                                                                      |  |
| <input type="checkbox"/> ASSESSMENT OF CAREER AND VOCATIONAL APTITUDES (SECONDARY PUPILS)                                                       |  |
| <u>ADDITIONAL AREAS (AS NEEDED):</u>                                                                                                            |  |
| <input type="checkbox"/> APPRAISAL OF ADAPTIVE BEHAVIOR                                                                                         |  |
| <input type="checkbox"/> APPRAISAL OF COGNITIVE FUNCTIONING                                                                                     |  |
| <input type="checkbox"/> APPRAISAL OF AFFECTIVE FUNCTIONING                                                                                     |  |
| <input type="checkbox"/> APPRAISAL OF SENSORY-MOTOR FUNCTIONING                                                                                 |  |
| <input type="checkbox"/> APPRAISAL OF RECEPTIVE AND EXPRESSIVE LANGUAGE FUNCTIONING                                                             |  |
| <input type="checkbox"/> DEVELOPMENTAL HISTORY                                                                                                  |  |
| <input type="checkbox"/> CULTURALLY APPROPRIATE ASSESSMENT (NON-DISCRIMINATORY TESTING AND DATA INTERPRETATION)                                 |  |
| <input type="checkbox"/> MEDICAL REPORT FROM LICENSED PHYSICIAN OR SURGEON                                                                      |  |
| <input type="checkbox"/> APPRAISAL OF PUPIL'S INTELLECTUAL APTITUDE FOR ACADEMIC LEARNING                                                       |  |
| <input type="checkbox"/> OBSERVATION OF FUNCTIONING IN HOME ENVIRONMENT                                                                         |  |

ASSESSMENT CANNOT BEGIN UNTIL A COPY OF THIS FORM HAS BEEN SIGNED AND RETURNED.

I hereby give my permission for the evaluations indicated above to be made. I understand that the results will be kept confidential and that I will be invited to attend the School Appraisal Team or Educational Assessment Service meeting to discuss the results. It is also my understanding that no educational placement will result from this evaluation without my written permission.

☐ PLEASE CHECK HERE IF YOU HAVE RECEIVED A COPY OF THE "PARENTS' RIGHTS AND APPEAL PROCEDURES."

\_\_\_\_\_  
SIGNATURE OF PARENT

\_\_\_\_\_  
DATE

PLEASE RETURN ORIGINAL (WHITE COPY) TO: \_\_\_\_\_

If you have any questions, please call:

\_\_\_\_\_  
Name of SAT or EAS Chairperson

\_\_\_\_\_  
Telephone



Lorenzo Dall'Armi  
County Superintendent

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\_\_\_\_\_  
DISTRICT

## PARENT CONSENT FOR RELEASE OF INFORMATION

In order to assist the School Appraisal Team/Educational Assessment Service in making a comprehensive educational assessment, I hereby give my permission for:

\_\_\_\_\_  
NAME

\_\_\_\_\_  
ADDRESS

to release medical, psychological or other information concerning:

\_\_\_\_\_  
STUDENT'S NAME BIRTHDATE to members of the School Appraisal Team/Educational Assessment Service only.

School: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_  
SIGNATURE OF PARENT OR GUARDIAN

\_\_\_\_\_  
DATE

PARTICIPATING DISTRICTS: Ballard School District • Blochman Union School District • Bonita School District • Buellton Union School District • Carpinteria Unified School District • Casmalia School District • Cold Spring School District • College School District • Cuyama Jt. Union School District • Goleta Union School District • Guadalupe Union School District • Hope School District • Lompoc Unified School District • Los Alamos School District • Los Olivos School District • Montecito Union School District • Orcutt Union School District • Santa Barbara School District • Santa Barbara High School District • Santa Maria Joint Union High School District • Santa Maria School District • Solvang School District • Santa Ynez Valley Union High School District • Vista Del Mar Union School District.



Lorenzo Dall'Armi  
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## PARENTS' RIGHTS AND APPEAL PROCEDURES

The following rights are assured you as parents/guardians when assessment of your child is to be conducted by the School Appraisal Team/Educational Assessment Service:

### YOU HAVE THE RIGHT TO:

- be given written notice of the intent to assess at least ten days prior to the beginning of the assessment
- give written permission for the proposed evaluation
- give written consent for release of any confidential information to be used during the assessment process
- have an individual pupil study completed within 45 days of the referral
- be invited to the School Appraisal Team/Educational Assessment Service meeting devoted to discussion of the assessment findings and program placement recommendations and:
  - present information at the meeting, either in person or in writing through a representative
  - give written consent for any special education placement for your child
  - be informed in writing of the School Appraisal Team's/Educational Assessment Service's recommendations, to include a copy of the written instructional plan

If you disagree with the decision,

### YOU HAVE THE RIGHT TO:

- appeal the school's decision to the County Educational Assessment Service
- appeal the decision of the Educational Assessment Service by requesting, in writing, a review of the case by the County Superintendent of Schools within 30 days after you were informed of the decision
- have an independent assessment by a qualified specialist, the cost of this assessment to be borne by the parents or guardian unless the school district agrees in writing to pay for it
- be present at or send a representative to the hearing to present additional evidence or call witnesses
- be informed of the County Superintendent's decision within 15 days after the hearing
- make a further appeal, within 30 days, to the State Superintendent of Public Instruction, whose decision shall be final

NOTE: The above is a summary of the due process procedures followed to protect parent and student rights under the law. For further details, please consult your local school or Comprehensive Plan Office of the County Superintendent of Schools.

PARTICIPATING DISTRICTS: Ballard School District • Blochman Union School District • Bonita School District • Buellton Union School District • Carpinteria Unified School District • Casimira School District • Cold Spring School District • College School District • Cuyama Jt. Union School District • Goleta Union School District • Guadalupe Union School District • Hope School District • Lompoc Unified School District • Los Alamos School District • Los Olivos School District • Montecito Union School District • Orcutt Union School District • Santa Barbara School District • Santa Barbara High School District • Santa Maria Joint Union School District • Santa Maria School District • Solvang School District • Santa Ynez Valley Union High School District • Vista Del Mar Union School District.

BE SURE YOU UNDERSTAND AND AGREE BEFORE YOU GIVE YOUR CONSENT.

- 2) Parent Consent: The school must request your written approval to use any special individual assessment procedures or tests with your child. If the school thinks your child may have a handicapping condition, the evaluation procedures will help them to find out if this is so, and to decide what special education services your child needs. The school does not have to ask your permission for the use of basic educational tests and procedures which are to be used with all of the children in a class or school.

The school must also request your written consent to place your child in a special education program, or to change your child's placement in any way. You should assume that the school has the best interests of your child in mind, but if you disagree with the action proposed, YOU HAVE THE RIGHT TO REFUSE PERMISSION.

What happens when parents refuse permission, or ignore the school's request:

The school district then has a right to request a hearing to get permission to go ahead with their proposed action. The purpose of the hearing is to allow both the parents, and the school officials to present their point of view and to obtain a fair and impartial decision which will benefit the child. In some cases, the school district may simply accept the parents' refusal, and the process ends there.

What happens if the child's parents or legal guardians are unknown, or are not available, or the child is a ward of the state:

The point is that someone must represent and defend the child's best interests. In situations like those above, the State Department of Education assigns a surrogate parent--a person who can legally represent the child.

- 3) Independent Educational Evaluation: An "independent educational evaluation" is one conducted by a professionally qualified person who is not regularly employed by the child's school district. Parents have the right to obtain an independent evaluation if they disagree with the evaluation conducted by the local school district.

The results of such independent evaluation must be taken into consideration by the school district as it plans for the child's education program. Results of an independent evaluation of a child may also be presented, either by the parent or the school district, at any hearing regarding that child.

Who pays for the independent evaluation:

Parents are entitled to an independent evaluation of their child at no cost to them if they disagree with the evaluation provided by the school; HOWEVER, the school district may request a hearing to show that its evaluation is appropriate. If the school's evaluation is found by the hearing panel to be appropriate, the parent must pay for the independent evaluation.

Other important information about educational evaluations:

The law provides protections for children during the evaluation process, specifying when an evaluation or reevaluation must be conducted, and how the evaluation is to be conducted.

An educational evaluation must be conducted:

- a) Before initial placement of a child in a special education program;

- b) Before placement in a special education program is denied;
- c) Before transfer of a child from a special education program to full-time placement in a regular class;
- d) Before a transfer from special education to full-time regular education; is refused;
- e) At least every three years.

The testing and evaluation materials used must be:

- Appropriate to the child's racial/cultural background;
- Given in the child's native language, or other style of communication (such as sign language), as far as possible, so that the child's aptitude or achievement level can be assessed apart from whatever sensory, physical, or speaking problems the child may have;
- Given by a qualified person;
- Designed to assess educational needs--not just to provide an I.Q. score;
- Considered in light of the child's known physical condition, sociocultural background, typical home and school behavior.

In addition, the evaluation results and findings must be interpreted by a team, or group, of persons who are knowledgeable about the child. A placement recommendation must be based on more than the results of a single test.

PARENTS HAVE THE RIGHT TO KNOW IF THESE PROCEDURES WILL BE, OR HAVE BEEN, FOLLOWED IN THEIR CHILD'S EVALUATION.

THE CHILD'S PARENTS (OR TEACHER) MAY REQUEST, OF THE SCHOOL DISTRICT, AN EVALUATION OR REEVALUATION AT ANY TIME.

- 4) Access to School Records: The school must allow parents to review, and ask questions about, any confidential school records or information which relate to the child's identification, evaluation and educational placement.

How does a parent get to see their child's school records:

Schools are required to notify parents about school record procedures.

If you have not received this information, call or write your child's school principal and request a copy.

If you make a request to see your child's records, the school has 45 days within which to comply with your request. You may make reasonable requests for explanations of the information in the records, and you can ask the school for copies of your child's records; the school may charge a fee for the copies.

When information about more than one child is contained in one record, parents are entitled to see, or be informed of, only the portions which relate to their own child or children.

What happens if a parent believes information in the child's record is inaccurate or is a violation of privacy:

A parent who has these concerns, may make a request to the school for a change or correction of the record. If the school refuses to change the record, the parent must be told of this, and advised of their right to a hearing.

Other important facts about school records:

- a) Schools must take specific steps to protect the confidentiality of personal information collected and used; parents and children have rights of privacy;
- b) Within five years after the personal information is no longer needed by the school in order to provide educational services to the child, it must be destroyed, or the personal identifiers removed;
- c) The schools may keep permanent records of the student's name, address, attendance record, classes taken, and grades;

- d) Schools must obtain parent consent for the release of personal information about a child to other agencies.

At the end of this chapter, we have included a copy of a helpful booklet on school records which is published by the Children's Defense Fund.

- 5) Notification of Your Rights: The schools are required to notify you of all of the rights afforded to you and your child. You have a right to all of the procedural safeguards described in this chapter.
- 6) Participation in Educational Program Planning Meetings: Refer to Chapters Two and Four for more complete information.
- 7) Impartial Hearings: A hearing is a meeting where opposing viewpoints may be aired, and when facts or opinions are discussed before a person who can be objective in his outlook. Both parents and the schools have the right to request a hearing when they are unable, through informal meetings and conversation, to resolve their disagreement over a decision concerning a child. It is important to understand that other methods to resolve the problem should be tried before a hearing is requested; some suggestions are included in Section II of Chapter Four. Parents will find that school officials are usually very concerned about doing what is best for the child. If parents ask for more information, or engage in informal discussions with school people, many conflicts between the home and the school can be overcome, or a satisfactory compromise can be reached. Educators need to keep in mind that most parents want to do what will be best for their children.

The goal of a hearing is to promote better educational programming for handicapped children, and better understanding on everyone's part--parents, children, educators, and advocates--of their responsibilities.

As a parent you have the right to request a hearing if:

- a) You disagree with a decision that has been made by the school concerning your child's educational evaluation or placement;
- b) Your request for an educational evaluation or change of placement for your child is denied by the school;
- c) Your request to amend information in your child's records (which you believe to be inaccurate or inappropriate) is denied;
- d) Your child is denied the opportunity to participate in a public education program appropriate to his/her needs.

A school district, or the State Department of Education, may request a hearing if:

- a) Parents refuse to give their consent for the school to conduct an educational evaluation of their child;
- b) Parents fail to respond to the school's request for their consent to conduct an educational evaluation;
- c) Parents challenge the educational evaluation provided by the school and the school believes the evaluation to be appropriate.

8) Rights during hearing procedures:

Due process procedures exist to protect everyone; therefore, the law provides certain rights for both parents and the schools. Included are the rights to:

- a) Obtain a hearing within a specific time after the complaint is received;
- b) Be represented by an attorney;
- c) Present evidence, question, cross-examine, and require the attendance of witnesses;
- d) Obtain a word-for-word record of the proceedings at the hearing;
- e) Obtain a written report of the findings of the hearing, and the decisions reached;
- f) Appeal the final decision to the State Department of Education, and request a review by that agency.

Until a decision is reached in the hearing, the child must remain in his or her present educational placement, unless some other arrangement is agreed upon by the parents and school officials.

If the reason for the hearing is that the child has not ever been admitted to public school, then the child, with parent consent, must be placed in a public school program until the hearing is completed.

The schools must also take steps to insure that hearings are held at a time and place which is reasonably convenient to the parent and the child involved.

What happens if the hearing decision is not acceptable to one of the parties involved:

Hearing decisions are final, unless either party--the parents or the school--wishes to appeal the decision.

Appeals must be made to the State Department of Education. The State Department must review the hearing; again, this procedure is conducted by a person who can act impartially.

The decision made by the reviewing official is final unless legal action is brought by either party.

#### CONCLUSION

As the procedures described in this chapter become implemented in all school districts, educational programming for children with exceptional needs will be greatly extended in scope, and improved in quality. The fact is, however;

...that things don't change quickly, or easily. Due process, legal provisions for including parents in decisions about a child's education, won't add up to instant solutions to problems that have been around a long time. Parents are struggling hard to win good school placement for children who in the past have been very poorly served, or totally neglected.... The hope of the new law lies in the possibility it offers that there will be a surge of progress in programs that can meet the complex learning needs of all children. But we're just now taking the first steps. Each of us has to make the law work--for our own children, and for others. Administrators and special education are getting set for new practices. Parents must too (Report from CLOSER LOOK, Washington, D.C.: National Information Center for the Handicapped, Winter-Spring, 1977, p. 7-8).

The first step is to know the law, and to exercise your rights. In the next chapter we suggest some ways in which parents and child advocates, together with the schools, can help to make the law work.

# YOUR SCHOOL RECORDS

**QUESTIONS & ANSWERS  
ABOUT  
A NEW SET OF RIGHTS  
FOR PARENTS & STUDENTS**

**October 1975**

**CHILDREN'S DEFENSE FUND  
1520 New Hampshire Ave., N.W.  
Washington, D.C. 20036  
(202) (483-1470)**

## WHAT DOES THE BUCKLEY AMENDMENT DO FOR ME?

The Buckley Amendment is a short name for a federal law known as The Family Educational Rights and Privacy Act. It became law on November 19, 1974. It gives all parents of students under 18 years of age, and all students\* over 18 or attending post secondary schools, the right to see, correct and control access to student records. Schools are required to establish written procedures to carry out these rights.

## ARE ALL SCHOOLS REQUIRED TO COMPLY WITH THE BUCKLEY AMENDMENT?

-58- Any school which receives federal education funds from the Office of Education (OE) must follow the procedures required by this federal law. Most public schools and universities receive money through at least one OE program. A list of programs funded by the Office of Education can be obtained free of charge from American Education, P. O. Box 9000, Alexandria, Virginia, 22304 (ask for "Guide to OE-Administered Programs: Fiscal Year 1975").

## HOW DO I FIND OUT ABOUT THE SCHOOL RECORD PROCEDURES IN MY SCHOOL?

Under the Buckley Amendment, schools are required to notify you about your rights. This should include a description of the procedures for obtaining access, and for removing false or misleading material. If you have not received this information in the mail, call or write to your school principal or dean and request that he or she send you a copy of the procedures.

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\*Note: Students under 18 years of age who attend elementary or secondary level schools must rely upon their parents or state and local laws in order to see, correct or control access to their own records.

## SEEING THE RECORDS

### WHAT KINDS OF STUDENT RECORDS AM I ALLOWED TO SEE?

The Buckley Amendment covers all "records, files, documents and other materials which contain information directly relating to a student", and which are maintained by an educational agency, such as an elementary school, an office of a school district, or a university. The location of the record does not matter -- discipline folders, health files, and grade reports and other records found in a cumulative folder are all covered. Schools are required to provide you with a list of all the records maintained on students.

### ARE THERE ANY STUDENT RECORDS THAT A SCHOOL CAN REFUSE TO SHOW ME?

Yes. You do not have to be shown:

- 1) a teacher's or counselor's "personal notes": these are notes that a school official makes for his or her own use and are not to be shown to anyone else, except a substitute;
- 2) records of school security police, if they are kept separate from the rest of the school's files, if the security agents do not have access to any other school files, and if they are used for law enforcement purposes only within the local area;
- 3) personnel records of school employees.

Note: School officials cannot refuse to show you a record simply because it was sent to them by someone outside the school system.

### CAN STUDENTS SEE THE SAME RECORDS AS PARENTS?

No. While the Buckley Amendment permits you to see your own records if you are over 18, no matter how long ago you graduated or how recently

you enrolled, there are some additional records that can be withheld;

- 1) psychiatric or "treatment" records (but you can let a doctor of your own choice look at them for you);
- 2) confidential letters of recommendation placed in your college file, prior to January 1, 1975, which have been used only for the purposes for which they were requested; and
- 3) financial records of your parents.

If you have applied to a school but have not been accepted, you do not have a right, under the Buckley Amendment, to see records collected about you during the application process.

#### MUST THE SCHOOL SHOW THE RECORD TO ME RIGHT AWAY?

No. Under the Buckley Amendment, the school has 45 days to grant your request. Check your school procedures to see if they have established a shorter deadline.

#### CAN THE SCHOOL DESTROY RECORDS AFTER I HAVE REQUESTED TO SEE THEM?

Such action is a violation of the Buckley Amendment. However, schools may remove or destroy records prior to your request.

#### MAY I READ THE RECORDS MYSELF?

Yes. You have the right to examine the records yourself. If a school official only agrees to read to you from the records, he or she is violating the law.

#### WHAT IF I DON'T UNDERSTAND SOMETHING IN THE RECORD?

You have a right to receive an explanation of any item you don't understand. There will probably be

a counselor, dean or other school staff person in the room with you while you read the records. If this person cannot answer your questions, ask the principal to find someone who can.

#### MAY I BRING SOMEONE WITH ME, LIKE MY CHILD OR A FRIEND?

Yes. While the Buckley Amendment does not state specifically that you have this right, it does say that you may authorize others to see the records. The school may ask that you sign a statement indicating that your friend has such permission.

#### MAY I OBTAIN COPIES OF SCHOOL RECORDS?

Under the Buckley Amendment, you may obtain a copy when:

- 1) records are transferred to another school, and
- 2) information is released to third parties.

In addition, if receiving copies is the only practical way you can obtain access -- you are in California and the records are in New York -- the school will have to make copies for you. Local school regulations will govern requests for copies in other situations, and will also establish the amount that you can be charged for each copy.

Remember: You have the right to see the records and take notes from them even if the school refuses to copy the papers for you.

|                        |
|------------------------|
| CORRECTING THE RECORDS |
|------------------------|

#### IF I THINK INFORMATION IS MISLEADING OR FALSE, HOW CAN I GET IT REMOVED?

First, ask the principal or dean to remove it and explain why. If he or she agrees, then you

don't have to go any further. If the school official refuses, request a hearing. Put your request in writing and send it to the principal or the school official designated in your school's regulations on student records.

## WHAT IS A HEARING?

In this case, a hearing should be a meeting between you and school officials which is presided over by an impartial individual or committee known as a hearing officer. The purpose is to let each side present evidence about the school record in dispute, and to let the hearing officer decide who is right. Each school must establish its own procedures for conducting hearings. These rules will determine who is permitted to act as a hearing officer and how long it will be until you receive a decision. The procedures must comply with regulations issued by the U.S. Department of Health, Education and Welfare. (See p. 8 for the Department's address).

## MUST THE SCHOOL DISTRICT HOLD A HEARING AS SOON AS I REQUEST ONE?

This will be determined by your school's procedure. The federal regulations only require that a hearing be scheduled within a "reasonable" period of time. If you think school officials are delaying action without good cause, contact the Children's Defense Fund, or one of the organizations listed towards the back of this pamphlet.

## MAY I BRING ANYONE TO THE HEARING?

You have the right to a fair opportunity to present your arguments. This means that you may bring someone to either support your position with evidence, or to present your evidence for you, such as a lawyer or a lay advocate.

**WHAT CAN I DO IF THE SCHOOL DISTRICT FINALLY  
DECIDES THAT THE MATERIAL SHOULD STAY IN THE FILE?**

You may insert into the record a written statement of your objections to the material, indicating why you think it is false, misleading or inappropriate. (See questions on pages 8-9 for other actions you can take).

**CONTROLLING ACCESS TO THE RECORDS**

**WHO ELSE CAN SEE MY CHILD'S OR MY OWN RECORDS  
WITHOUT MY CONSENT?**

- 1) school officials in the same district with a "legitimate educational interest";
- 2) school officials in the school district to which your child intends to transfer (but only after you have had a chance to request a copy of the records and to challenge their contents);
- 3) various state and national education agencies, when enforcing federal laws;
- 4) anyone to whom the school must report information as required by state statute;\*
- 5) accreditation and research organizations helping the school;
- 6) student financial aid officials; and
- 7) those with court orders.

**MAY POLICE, PROBATION OFFICERS OR EMPLOYERS SEE  
STUDENT RECORDS WITHOUT MY CONSENT?**

NO. Under federal law, police, probation officers and employers cannot see or receive information from student records without obtaining your consent. If, however, your state has a statute which was in effect before November 19, 1974, which requires that schools give

\* The state statute must have been in effect prior to November 19, 1974.

these individuals such data, then your school has the discretion to do so.

**DOES THE BUCKLEY AMENDMENT COVER "STUDENT DIRECTORY INFORMATION"?**

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Yes. The Buckley Amendment defines student directory information as a "student's name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous school attended by the student." This information is usually given to newspapers when they print stories on a school's athletics of honor students, or is used in school publications or given to parent/teacher committees. Each year the school must send you a list of what "directory information" it will make available to the public. If you do not want this information distributed, you must tell the school to take your child off its listing of directory information.

**MAY THE SCHOOL ASK ME TO SIGN A BLANKET CONSENT FORM AT THE BEGINNING OF THE YEAR SO THAT THEY DO NOT HAVE TO CONTACT ME EACH TIME THEY WANT ME TO CONSENT TO RELEASE OF INFORMATION?**

NO. The school must contact you each time that someone requests to see any records.

**WHAT MUST THE SCHOOL TELL ME WHEN THEY ASK MY CONSENT TO RELEASE OF RECORDS?**

They must tell you what records have been requested, why the request has been made, and who will receive the records.

**CAN I SEE A LIST OF EVERYONE WHO HAS ASKED FOR  
AND RECEIVED INFORMATION ON MY CHILD DURING THE  
YEAR?**

Yes. The school is required to keep with your child's records a list of everyone who requests and receives information about your child. You have a right to see it. The list may not include school employees who have seen the records.

**ENFORCING YOUR RIGHTS**

**WHAT CAN I DO IF THE SCHOOL REFUSES TO LET ME SEE  
OR CORRECT MY CHILD'S RECORDS, OR RELEASES INFOR-  
MATION WITHOUT MY CONSENT?**

Immediately send a written complaint to Family Educational Rights and Privacy (FERPA), U.S. Department of Health, Education and Welfare, 330 Independence Avenue, S.W., Washington, D.C. 20201. They are responsible for enforcing the Buckley Amendment. Also send a copy of your letter to or personally contact one of the parent or student advocacy groups listed in the back of this pamphlet.

**WHAT HAPPENS WHEN I FILE A COMPLAINT WITH H.E.W.?**

The agency will investigate your complaint. This will include notifying the school and asking them to respond. You may also be contacted for further information. If the agency decides that the school is in violation, it will order the school to correct the violation within a certain period of time. In cases where the school refuses, H.E.W. can take action to stop all federal education funding to the school.

**WHAT SHOULD I TELL H.E.W. IN MY COMPLAINT LETTER?**

If you are a parent, tell them your child's name, and the name and address of the school.

If you are a student, state whether you are attending or have graduated or are no longer enrolled. (Remember: rejected applicants are not considered students.) Then explain what violation has occurred. Don't just say that your rights have been violated -- use dates and names, and be as specific as you can: "I was shown a file on September 1, 1975, but Mr. Scott, the school guidance counselor, refused to let me see any discipline records. When I asked the principal, Ms. Jones, she also refused." If the school gave you a reason for denying your request, include this in your letter. Be sure to enclose copies of any letters you have written or received regarding the dispute. Providing your home and work phone numbers can speed up the investigation.

#### CAN I ALSO GO TO COURT TO ENFORCE MY RIGHTS?

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The Buckley Amendment does not specifically answer this question. Judges have held, however, that when Congress places conditions on federal funds, citizens affected by the legislation can go to court to enforce these conditions. Since the Buckley Amendment requirements apply to schools which receive federal education funds, you should be able to use the court system to enforce your rights. In some cases, courts have already begun to rule in support of such actions.

#### CAN I BE REQUIRED TO WAIVE MY RIGHTS UNDER THE BUCKLEY AMENDMENT IN ORDER TO RECEIVE CERTAIN BENEFITS OR SERVICES FROM MY SCHOOL?

NO. Since schools are prohibited from "effectively" preventing parents and students from exercising their rights under the Buckley Amendment, you cannot be required to waive your rights before receiving school services. Students applying to post-secondary school can choose to waive their right to see confidential letters of recommendation, but they must be told the names of those writing recommendations and be assured that

the statements will not be used for any other purposes,

\* \* \* \*

If you need legal assistance or have any questions about your rights under the Duckley Amendment, contact Linda Lipton at the Children's Defense Fund (CDF) or your nearby Legal Services or Legal Aid office; one of the groups listed below may also be able to provide assistance to you:

Youth Law Center, 693 Mission St., San Francisco, California 94105

Education Law Center, Suite 800, 605 Broad Street, Newark, New Jersey 07102

National Juvenile Law Center, St. Louis Univ., 3642 Lindell Blvd., St. Louis, Missouri 63108

Juvenile Rights Project, ACLU, 22 E. 40th St., New York, New York 10016

Southern Regional Council, 52 Fairlie St., Atlanta, Georgia 30303

Massachusetts Advocacy Center, 2 Park Square, Boston, Massachusetts 02116

National Public Interest Research Group (post-secondary students), 1832 M St., N. W., Washington, D. C. 20036

Additional publications on student recordkeeping issues can be obtained by writing to CDF or to the National Committee for Citizens in Education, Suite 400, Wilde Lake Village Green, Columbia, Maryland 21043. The National Committee may also be able to put you in touch with other parents or students concerned with school records in your area (toll free number, 800-NETWORK).

ITEMS TO NOTE DOWN

Inspection of Student Records

- Date request made to see records
- Date response received from school
- Date of appointment with school official
- Types of records reviewed
- Records which were not disclosed (disciplinary reports, psychiatric reports, etc.)
- Misleading or inaccurate statements discovered
- Whether copies were provided upon request
- Whether explanations were provided upon request
- Names of all school officials who handled your request

Correction of Student Records

- Date request was made to correct or delete information in records
- Date request was granted or denied  
(If denied, date hearing was requested, date hearing was scheduled, name(s) and title(s) of hearing officer(s), date decision was issued)
- Outcome of hearing (records deleted or corrected, statement submitted by parent or student).

This pamphlet may be revised and/or reproduced for use in your community.

## CHAPTER FOUR

### BEING AN ADVOCATE

"....no one can care about a child in the way that concerned parents do (Kean, 1975, p. 36)."

Advocacy means "representing or speaking for another person (Paul, Neufeld and Pelosi, 1977, p. xi)." Child advocates are persons who are concerned about the match between the child and his/her environments, persons who support the child and who stand up for the child's rights. Parents are usually the first, and the most effective advocates for their child. This chapter deals with ways in which you, as a parent, can increase your skill as an advocate for your child, and for other handicapped children. It is organized into six sections, each one representing a different level of parent involvement. Sections I and II are concerned with more ways to exercise your rights as the parent of a handicapped child, and with ways to be involved in the implementation of your child's educational program. Activities discussed in these two sections are basic to your child's educational success. Sections III to VI include parent action and child advocacy strategies which require interest and commitment beyond the needs of your own child, such as joining a parent organization or starting a parent action project in the community.

## I. MORE ABOUT EXERCISING YOUR RIGHTS

You are the primary helper, monitor, coordinator, observer, record keeper, and decision maker for your child. Insist that you be treated as such (Gorham, 1975, p. 524).

Throughout this book we have emphasized the importance of parents knowing and exercising their rights concerning educational programming for handicapped children. Following, are four specific suggestions:

1. Obtain copies of the law and of your state and local plan for implementing P.L. 94-142.

- Copies of P.L. 94-142 can be obtained from:

Superintendent of Documents

United States Government Printing Office

Washington, D.C. 20402 (45¢ per copy);

or from your Congressman.

- Copies of the proposed regulations for P.L. 94-142 were published in the Federal Register on December 30, 1976, pages 56965-56998. You can get a copy through a library or your Congressman.

- 
- Copies of California AB 4040 and of the state regulations for implementing AB 4040 (California Education Code, Title 5) can be obtained from:

California State Dept. of Education

721 Capitol Mall

Sacramento, CA.

- Copies of the California State Plan for implementing 94-142 can also be obtained from the above source.

- For copies of your county or local school district plan, contact the superintendent of schools office in your area.

2. Read and become familiar with the sections of these documents which relate to your rights and your child's rights (See Chapter Two).

You need to be fully informed about your rights, and you need to know what specific steps to take to get needed educational services for your child in your local area.

3. Prepare to take part in educational planning conferences about your child.

The heart of the new special education law lies in the provision for individual educational planning to meet the unique needs of each child...For many parents, educational planning conferences may be the first time they've been at meetings with school officials and professionals--and they may feel unsure of themselves. It helps to remember that you, as a parent, have a unique understanding of your child--and a point of view that must be clearly heard. It takes a mix of ideas, sometimes real conflict, to come up with a plan that's worth trying. Nobody 'knows it all' (Report from CLOSER LOOK, Winter-Spring, 1977, p. 8).

Some things you can do to prepare for educational planning conferences are:

- Make an appointment to visit your child's classroom to observe him/her in the instructional situation with other children;
- Request a conference with your child's teacher(s) to discuss your child's progress, future goals and instructional objectives;
- Make notes and keep records of your child's behavior at home so that you can accurately share information with school personnel;
- Start a notebook on your child's developmental, medical, educational history. List names, addresses, phone numbers of persons you've talked with about your child, and the dates of the visits or phone calls. Record

as much as you can of what was said, the questions asked, answers given, recommendations made;

- Keep copies of letters you've received or written about services for your child.

Such documentation for every step of your efforts to get your child the service he needs can be the evidence which finally persuades a program director to give him what he needs. Without concise records of whom you spoke to, when you spoke to him, what he promised, and how long you waited between the request and the response, you will be handicapped. No one can be held accountable for conversations or meetings with persons whose names and titles you do not remember, on dates you cannot recall, or about topics which you cannot clearly discuss (Gorham, 1975, p. 524).

- Learn how to talk with professionals. If you don't understand something, ask questions. Ask the professional to translate technical terms into everyday language. Be sure you understand what is being said before you leave the office or complete the phone call;
- Ask for copies of your child's records (see Chapter Three). Read the records over, and if necessary, ask questions about the information contained in them. Be sure you understand the results of testing and evaluation procedures used with your child;
- Learn how to work with the people who work with your child. Be sensitive to their feelings and priorities. Practice the art of getting your point of view across without arousing anger and resistance;
- Listen to your child. Get in touch with his/her feelings and point of view.
- Review Chapter Two in this book to be sure you understand the purpose and characteristics of an IEP.

# IEP CHECKLIST FOR PARENTS\*

| IEP REQUIREMENTS                             | QUESTIONS                                                                                                                                                                                                                                                                     |
|----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Present levels of Educational Performance | 1. What areas are covered (reading; writing; math; speech; language; social; self-help; vocational; psychomotor skills)? What assessment was done in the skill areas? When? Was the assessment thorough? Do the results correspond to your knowledge of your child's ability? |
| 2. Long-range goals                          | 2. Are they based on assessment of your child's present performance? What changes are expected in your child's behavior? Given your knowledge of your child, are they appropriate?                                                                                            |
| 3. Annual Instructional Objectives           | 3. Will they help your child reach the stated goals? Can your child's progress on each objective be measured? Could <u>you</u> tell if your child had mastered the objective?                                                                                                 |
| 4. Evaluation Procedures and Review Date     | 4. How will your child's progress be measured? When will the team meet to review/revise the IEP?                                                                                                                                                                              |
| 5. Placement Recommendation                  | 5. What makes this placement appropriate to your child's needs? Will your child be in contact with nonhandicapped peers? How often?                                                                                                                                           |
| 6. Special Education and Related Services    | 6. What services does your child need (speech therapy; auditory training, etc.)? Will they be provided? By whom? How often? When will the services begin and end?                                                                                                             |

\*Adapted from a paper prepared by Eugene Edgar and Leonard Kenowitz, University of Washington, 1977.

4. Attend and participate in the meeting when your child's educational plan is developed. It is very critical that you, as parents, assume an active role as team members in the educational decision-making process. Communication between parents and educators must be strengthened; making educational decisions about handicapped children and carrying these decisions out is a shared responsibility. When parents and educators work closely together, there is a much better chance for the child to receive the kind of programming s/he really needs. So, don't leave it all up to the school; go to the planning meeting or conference and speak up!

In Chapter Two we discussed the instructional programming process and provided some sample IEPs. The checklist on the following page was developed to better prepare you for participating in the planning session to design your child's IEP. If you wish, you could take this checklist with you when you attend the planning meeting and use it as a guide for determining whether all the important elements are being included in your child's IEP.

Here are a few additional reminders.\*

- a) Once again, do not hesitate to ask questions.

Educators, especially special educators, tend to use jargon.

If you do not understand the meaning of some terms, ask for clarification.

One good technique is to ask for a demonstration of the concepts.

- b) "Your comprehension of diagnostic (assessment) information will be one of your most valuable tools in your ability to judge the value of a program--and to stand up for an appropriate one (some parents take tape recorders to conferences to make sure of total recall). (Report from CLOSER LOOK, Winter-Spring, 1977, p. 8)." See Glossary, Chapter Two.
- c) Check dates--do not accept old information.
- d) You have the law on your side and, if need be, you can demand your rights. However, initially start the process with the assumption that the school is doing an excellent job. Certainly ask all the questions you can think of and request to see all of the information, BUT don't put the school staff on the defensive. Ideally, all the required information will be available; however, this is a new process so it may take time for the school to produce all this information. Be patient but do not accept less than is required by law.
- e) The goal of team planning is to decide how the most appropriate services can be coordinated to help your child learn what s/he is ready to learn in the way s/he learns best. Keep the dialog between home and school going. Share your perceptions and opinions.

\*Adapted from a paper prepared by Eugene Edgar and Leonard Kenowitz, University of Washington, 1977.

## II. BE INVOLVED IN THE IMPLEMENTATION OF YOUR CHILD'S EDUCATIONAL PROGRAM

As we mentioned in Chapter Two, your child's teacher and other educational specialists will be responsible for designing short-term instructional objectives and teaching strategies to be used on a daily basis with your child in the school. Here, too, they'll be inviting your participation in the planning. Following are a few suggestions on how to increase the effectiveness of your involvement and on how to begin to work with your child at home in some of the same skill areas as the teacher is working to develop.

### 1. Visit your child's classroom

This is particularly important when your child goes to a different class or school than s/he attended previously. In any event, try to make periodic visits to the school, by appointment, to observe, firsthand, your child's progress, to talk over problems and successes, and to ask for changes in your child's program where appropriate.

Observing in your child's classroom and conferring with the teacher(s) not only keeps you up to date on what's happening with your child in school, but also allows you to convey your interest and concern which will, in turn, encourage and sustain the teacher's efforts with your child. Visits to your child's class while it is in session are most appropriate if your child is in the primary grades; with older children, especially if they are in an integrated program, it may be best to simply talk to the teacher after school.

Classroom observations can give you ideas about how to be more effective with your child at home and to learn what is realistic for your child. One mother, whose daughter was integrated with nonhandicapped children, watched her daughter interact with other children of the same age; she writes:

While these comparative observations were uncomfortable, they spurred me on to find better ways to work with her in areas that could be improved and gradually persuaded me to accept what couldn't be changed (Kean, 1975, p. 37).

2. Volunteer to assist in your child's classroom

Many special education programs utilize parent volunteers in the classroom; some programs provide training for parent volunteers. Find out if your child's school has such a program, and if so, consider becoming a part of it. In addition to the actual assistance which parent volunteers can give to the teacher, there is the opportunity for the parent volunteer to observe and acquire effective teaching skills which can later transfer to the home situation. Some programs arrange for parent volunteers to work in the classroom with a child other than their own--at least initially. In any event, the experience is usually a very valuable one for parents of children with exceptional needs.

3. Participate in parent training programs

School districts are beginning to place much greater emphasis on the importance of training parents of handicapped children to work with their children at home. Some programs rely on group meetings and written assignments as the primary training mode; other programs, as indicated above, combine systematic parent training with in-classroom experience. Parents can acquire the skills necessary to be effective teachers of their own children at home, and can learn how to more closely articulate home training with the child's classroom instructional program. An added advantage of participating in a parent training program is the opportunity to interact with other parents of handicapped children. You usually find out that other parents have problems similar to your own in managing child behavior, fostering self-help skills, etc., and you can exchange helpful ideas and feel supported by other parents in the group.

Parent training sessions may be in the form of short courses over a period of weeks, or one-day workshops, and can cover a wide range of

of skill acquisition and is especially important for children who are severely handicapped. For example, parents should initially use the same verbal cues as the teacher uses (e.g., "Get the ball" versus "Find the ball" or "Bring me the ball") so that the child will not be confused. Later, of course, it will be important to provide the child with practice in responding to a variety of cues.

The importance of learning to develop a systematic program for teaching your child at home, and of keeping in close touch with your child's teacher(s), cannot be overemphasized. Here are a few convincing reasons why you should become actively involved in the implementation of your child's educational program:

- Since parents of handicapped children will have greater responsibility for their child over a longer time period than parents of normal children, they need teaching and "parenting" skills beyond those required by parents of normal children;
- Without effective parent involvement, the effect of even the best classroom program will be diluted;
- Studies show that training parents of preschool children has beneficial carryover effects to other children in that family.
- Parents are natural reinforcing agents for their children, and they can acquire skills which make them better parents and better teachers;
- Research has demonstrated that systematic home training by parents, when combined with a classroom for the child, can almost double

topics from how to teach your child specific skills, such as dressing or riding a bus, to general behavior management techniques. There are also a few parent training programs offered through college extension, and by private groups. Often such programs are not geared specifically toward parents of handicapped children; however, learning the general principles of child growth and development and behavior change can be extremely useful to all parents.

Find out what's offered in your school and community and sign up for a training session! If that's not possible, do some studying on your own. Numerous books, designed to assist parents to teach their handicapped child, are available. Consult the resources at the end of this chapter. Many such books can be found in your local public library.

4. Reinforce classroom instruction with home instruction

With the emphasis on parent involvement in educational programming, you will be invited to discuss your child's short-term instructional objectives with the teacher and other professionals. Use this opportunity to select, with the guidance of the teacher, a skill area in which you can work with your child at home. Get the teacher's help in formulating an instructional objective, selecting a teaching method (and some instructional materials if necessary), and assume the responsibility for helping your child to reach that objective. Parents can be working with the child at home on one of the same skill areas that the teacher is working on, or on a different skill. Either way, it is important to find out from the teacher what teaching methods and techniques s/he is using with your child so that you can maintain consistency between home and school instructional procedures, and and thus maximize your child's chance for successfully meeting the objective. Consistency of approach is critical in the early stage

the rate at which the child acquires a particular skill. (The above items are adapted from Shearer and Shearer's review of early childhood parent involvement literature, 1977, p. 211).

5. Know how to go about requesting a change in your child's school program.

If you are not satisfied with the educational program your child is receiving, there are some specific steps to follow; these are listed below. Keep in mind that most concerns and problems can be handled at the local level. You have a right, however, to go to a formal hearing procedure.

\*Step 1. Make an appointment to meet with the teacher. Tell the teacher, in advance, what your concern is, and tell her/him what information you will want to review at the meeting.

Step 2. Meet with teacher--make an appointment and inform the teacher what you are about. Request all the information beforehand that you will want to review.

Step 3. If you are not completely satisfied, tell the teacher what information you want or what changes you think should be made. Write this down, date the copy, and give one copy to the teacher and keep one copy for yourself. Arrange a time to meet with the teacher again Before you leave (2 weeks is more than ample time for the teacher to respond to your requests).

Step 4. Meet again with the teacher. If you are still not satisfied, request a meeting with the building principal. Inform the teacher what you are planning. When arranging the meeting with the principal be sure to inform him of the purpose of

your meeting. This is best done verbally and in writing.

Arrange for this meeting as soon as possible.

Step 5. If, after your meeting with the principal you are still not satisfied, there are two options available. You may choose to give the principal time (no more than two (2) weeks) to remedy the situation. Reschedule another meeting Before you terminate the first meeting. Or, you may request a meeting with the Director of Special Education for the School District or County. With this option, inform the director, both verbally and in writing the purpose of the meeting. Keep dated copies of each written communication. Schedule this meeting as soon as possible.

Step 6. If the meeting with the Director of Special Education does not produce results, there are again two (2) options: Another meeting with the director or a meeting with his/her supervisor (usually an assistant superintendent for pupil personnel). Again, use both verbal and written notification of the reason for the meeting.

Step 7. If the meeting with the Superintendent is not satisfying, three procedures should be followed:

- a) Request the State Director of Special Education (Mr. Leslie Brinegar) for a formal hearing.
- b) Inform the Director of Special Education of your local school district or county of your request.
- c) Consult with an attorney.

## PROCEDURAL TIME LINE

### ELAPSED DAYS

### CONTACTS

|    |                                                       |
|----|-------------------------------------------------------|
| 0  | Initial meeting with teacher                          |
| 14 | Follow-up meeting with teacher                        |
| 16 | Initial meeting with Principal                        |
| 30 | Follow-up meeting with Principal                      |
| 32 | Initial meeting with local Special Education Director |
| 39 | Initial meeting with District Superintendent          |
| 50 | Formal Hearing                                        |

### III. JOIN A PARENT ORGANIZATION

There are numerous organizations for parents of handicapped children. A partial listing is included at the end of this chapter. Most large organizations have local chapters; consult your telephone directory, or contact the organization at the address given in this book.

Parent organizations have accomplished a great deal in their efforts to find and improve services to handicapped children. In addition to their advocacy role, they provide parent-to-parent support and other services such as information dissemination. By joining a parent organization you are in a position to be an advocate, not only for your child, but for other children as well.

### IV. BECOME A MEMBER OF A COMMUNITY ADVISORY COMMITTEE

Each educational agency operating a Comprehensive Plan for Special Education must establish a Community Advisory Committee. These committees are composed of parents of children with exceptional needs, other parents, teachers, other school personnel, representatives of public and private agencies, and other

persons interested in the education of the handicapped. The majority of the members must be parents, and the majority of the parent members must be parents of children with exceptional needs.

Committee members are appointed by the local school board, and committee responsibilities include advising the administration of the local educational agency, assisting in parent education, and encouraging public involvement in the development and review of the local comprehensive plan.

Membership on a community advisory committee is a relatively new role for most parents and school personnel. There is a need for members who really understand children with special needs, and who are committed to working hard to effect change. Find out about the selection procedures for membership on the Community Advisory Committee in your area.

There are also parent advisory groups operating in many school districts where the membership is open to all interested parents. Frequently these groups are formed by persons with a specific interest area--such as programs for the severely handicapped.

In Section VI below, we offer some suggestions for action projects which might be undertaken by community advisory committees or groups.

#### V. BE AN ACTIVE CITIZEN

Change comes slowly--through public awareness (consciousness-raising) and through public pressure (Barnes, 1975, p. 53).

One way to be an active citizen is to let your representatives on local councils, state legislatures, and in Congress know what's needed by handicapped children. You can do this by writing a letter. Letters can also go to newspapers and other media, to other parents, professionals, and consumer advocacy groups. Letters can increase public awareness and bring pressure for needed changes, as Barnes (1975) points out. Letters can also support a position, a program, or school district effort, and possibly ensure continuation.

Barnes (1975) suggests including the following when you, as an advocate or consumer, write such a letter:

- a) a statement of your position on the issue and your reason for it;
- b) documents or quotations from so-called authorities that back up your point of view;
- c) an appeal to the image of your addressee, to support your position ("In your campaign you portrayed yourself as an advocate for the handicapped...");
- d) a request for some specific action or response to your letter ("We would like you to respond in writing to the following questions");
- e) carbons sent to relevant persons and noted on the original ("cc: Dr. A., Commissioner B, Ms. C."). (p. 53).

Keep copies of your letters, and records of your meetings with public officials. Remember, parents and other active community members have been able to accomplish a lot for the handicapped--and yet:

We hear from parents who say that the 'deck is stacked' against them,...that children are put into classrooms just because the space happens to exist--not because they fit children's needs. We hear good things, too, and we hope for more. Our hearts go out to the gutsy and lonely fighters for their courage, and hope that we're making headway into a day when the process of protest will hardly ever be needed. It's a huge job. There are still miles to go--but it was through consumer action and determination that we ever got this far in the first place. (Report from CLOSER LOOK, 1977, p. 8).

## VI ORGANIZE OR VOLUNTEER TO PARTICIPATE IN ACTION PROJECTS

We have learned that the essence of the parent advocacy effort is the belief in the possibility for change. Parents, working together, can change educational policies and practices, and even attitudes and values within their community. The following action projects are strategies for increasing awareness and facilitating positive change within the educational system. Such projects may be initiated by parent organizations, community advisory committees, or by less formally structured groups of parents who share a common purpose. The goal of all such projects is to, in large and small ways, increase the effective involvement of parents in educational programming for their children.

### Suggested Action Projects

1. Hold informal meetings with other parents of children with exceptional needs to share information on legal rights/responsibilities and local resources.
2. Form a parent-to-parent support program to provide information and assistance to new special education parents. Match "new" and "old" parents in a "buddy" system, so that "new" parents will have the support of a person who has been "through the process." It helps to know you are not alone and that you have someone who shares your experience to rely upon.
3. Identify community resources available to handicapped children and their parents. Develop and distribute a booklet describing available services. The CRRC Guide, listed in the resources for this Section, is a good place to start; using the agencies listed for your local area, you can expand and update the entries.
4. Identify resources for legal assistance; design and distribute this information, including eligibility terms and cost of services.

5. Start a telephone information service for parents. Locate it in a central place, such as the district or county schools office. Staff the service with parent volunteers who can answer parents' questions about parent training programs and community resources for the handicapped. Advertise your service!
6. Set up and operate a parent library. The collection can include parent training materials, books about exceptional children, reprints of helpful magazine articles, etc.
7. Publish a newsletter for parents and the community. Help others keep up to date with what's happening in special education.
8. Volunteer to assist school personnel in specific projects, such as a survey of preschool programs, to identify those who serve, or who are willing to serve, handicapped children.
9. Organize and operate a Respite Care program for parents of handicapped children in your community. An excellent resource for this is listed at the end of this chapter. (See Resources for Section VI).
10. Conduct workshops to train parents in the exercise of their rights (how to prepare for IEP planning conferences; how to initiate due process, etc.).

#### Tips for Success

Some of the action projects listed above are more challenging and broader in scope than others. Some will actually prove to be more time-consuming and difficult to carry out than they sound on paper. Here are a few tips for organizers of parent action projects:

1. Keep in mind that the education of the handicapped in our society touches the belief and value system of us all--but in different ways. It is never easy to change the beliefs and attitudes of others. Be prepared for, but don't be "done in" by, resistance.
2. Be confident that your concerted efforts can make a difference.

3. Start small. Don't try to change the whole system. Pick a project that can reasonably be accomplished in a short span of time by a few willing workers, and one that will meet an immediate need. From there, you can move on to more complex projects.
4. Work within the system. Regard the professional educator as an ally. With the recognition and support of persons within the school system, your project will go more smoothly and you'll be in a strong position to request financial backing.
5. Seek financial support. Some of the projects we listed require money. Many school districts and counties will fund such projects. Ask if this is possible. If not, you may have to begin with a fund-raising project.
6. Maintain a balance between being so low-key that your efforts go unnoticed, and so aggressive that you alienate professionals.
7. Remember, change occurs slowly.
8. Keep to your purpose--increasing effective parent involvement. Don't let parent meetings become a forum for airing individual grievances.
9. Stay local. Trying to work with volunteers who are spread out over a wide geographical area is a problem. Think in terms of two or three small groups rather than one large group; small groups can conduct individual projects, or complete specific portions of a larger project.
10. Review this list of success tips from time to time!

#### CONCLUSION

To summarize the message of this chapter, and of this entire book, we quote two paragraphs written by a parent:

Mandatory special education will place the responsibility for providing educational services for all children with special needs where it belongs, on the public schools; but the implementation of the legislation will require continual watching by parent organizations. In time, such legislation should relieve the individual parent of a burden that has been his too long. Backed by law, he too will find it easier to assume a more militant posture in advocating his child's right to education or treatment. It is no longer a question of asking for privileges or charity for his child. It is now, or should be, a matter of asserting the legal rights of individual children who have clearly been the victims of subtle and overt discrimination.

But the obligation for the parent to become 'expert' on the needs of his own child will always be present. No one can do that for him, and he will require the help of professionals to become expert. Professionals, in turn, will have to accomplish a major switch in their thinking and look upon themselves as consultants to parents, with the principal obligation of sharing their particular expertise with the parents of the child whom they diagnose, treat, or educate. It is a new look which makes new demands on the professional and somewhat different, but not substantially more difficult, demands on the parent. Certainly the prospect of a better informed, more understanding parent raising a child with more clearly defined rights holds far more promise for the futures of children with disabilities than past practices (Gorham et al., 1975, pp. 187-188).

We hope that this book will begin to open communication between us--parents and professionals--who are committed to educational reform in our time.

## REFERENCES

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## RESOURCES FOR ADVOCATES

### SECTION I: EXERCISING YOUR RIGHTS

1. A HANDBOOK ON THE LEGAL RIGHTS OF HANDICAPPED PEOPLE,

by the President's Committee on Employment of the Handicapped. For sale (\$1.80) by the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. Summarizes laws related to architectural barriers, education, employment, transportation, vocational rehabilitation, etc. The handbook includes federal laws, and state laws designed to aid handicapped citizens of the Washington metropolitan area. It can serve as a model for the development of regional handbooks for other parts of the country.

2. EDUCATION LAW CENTER, INC.

605 Broad St., Suite 800

Newark, N. J. 07102

A public-interest law firm, funded by the Ford Foundation, which specializes in education issues.

3. EDUCATIONAL RIGHTS OF HANDICAPPED CHILDREN.

A bimonthly newsletter from the Project on Law and Behavior, \$15.00 per year. Order from Research Press, Box 31776, Champaign, Ill. 61820.

Written especially for concerned parents, and school personnel, this newsletter tells about proposed changes in the laws, and provides a summary and analysis of recent and proposed legal requirements.

4. INCOME TAX GUIDE.

Exceptional Parent, 1974, 4 (6), pp. 28-30. Presents guidelines for claiming income tax deductions relevant to families of handicapped children. (See p. for address of this publication).

5. OUTFRONT INFORMATION SERVICE.

Publishes periodicals and easy-to-read booklets related to the education of handicapped children. Write to:

P. O. Box 5767

Richardson, Texas 75080

6. PROJECT ON LAW AND BEHAVIOR

2437½ University Blvd.

Houston, Texas 77005

and

161 Stetson Ave.

Corte Madera, Ca. 94925

(415) 924-4975

"A public service corporation organized in 1974 to work with schools, institutions, and client groups to secure educational and psychological services which meet current legal requirements." Workshop and consultation services are available. The Director of the California Office is Linda L. Remy.

7. THE EDUCATIONAL RIGHTS OF YOUR HANDICAPPED CHILD.

By Barry J. Barnes, 1976. Available from Outfront Information Service, P. O. Box 5767, Richardson, Texas 75080. A 14 page introductory booklet outlining rights and responsibilities of parents and the schools; two editions are available--one for parents of severely handicapped children, the other for parents of mild or moderately handicapped children. Single copies \$1.00; quantity discounts.

8. THE NATIONAL CENTER FOR LAW AND THE HANDICAPPED, INC.

1235 North Eddy St.

South Bend, Indiana 46617

This federally funded center serves as a consultant to attorneys, organizations, and individuals engaged in litigation, and on occasion will provide direct legal intervention. The intent of the center is to insure equal protection under the law for all handicapped persons.

9. WESTERN CENTER ON LAW AND POVERTY, INC.

1709 West 8th Street, Suite 600

Los Angeles, Ca. 90017

(213) 483-1491

The center is funded by the Legal Services Corporation, and provides free assistance in filing class action suits on behalf of the poverty populations.

10. YOUTH LAW CENTER

693 Mission Street

San Francisco, Ca. 94105

(415) 495-6420

The center is funded by the Legal Services Corporation and provides direct legal services to eligible clients.

## SECTION II: EDUCATING HANDICAPPED CHILDREN

1. A CUP OF KINDNESS: A BOOK FOR PARENTS OF RETARDED CHILDREN,  
by Louise Fraser. Seattle, Washington: Special Child Publications,  
1973 (\$4.50). Discusses common needs of the retarded child, and home  
training in areas such as feeding, toileting, grooming. Special problems  
of retarded blind, deaf, and autistic children are also included. A list  
of books appropriate for the retarded child is found in the annotated  
bibliography.
2. AN INSTRUCTIONAL GUIDE FOR PARENTS,  
by Lisa Carambio, and others. Duquesne University, Pittsburgh, PA.:  
Pennsylvania State Dept. of Education, Harrisburg, 1974. Self-help,  
communication, physical skill activities for severely and profoundly  
retarded, and for multiply handicapped children.
3. AUDITORY TRAINING--LEARNING THE JOY OF LISTENING,  
by Elisabeth McDermott. Volta Review, 1971, 73 (3), pp. 182-5. Discusses  
auditory training methods used in schools and presents activities which  
parents can use at home with a hearing handicapped child.
4. EVEN LOVE IS NOT ENOUGH...CHILDREN WITH HANDICAPS,  
from Parents' Magazine Films, Inc., New York, 1975. Five filmstrips,  
cassette tapes, and study guides: behavioral and emotional disabilities;  
educational and language disabilities; intellectual disabilities, physical  
disabilities.

5. HANDLING THE YOUNG CEREBRAL PALSIED CHILD AT HOME,  
by Nancie Finnie. New York: E.P. Dutton and Co., 1970. Provides a questionnaire on developmental stages and activity levels and offers suggestions for movement development, carrying, bathing, feeding, etc.
6. HELP THEM GROW: A PICTORIAL HANDBOOK FOR PARENTS OF HANDICAPPED CHILDREN,  
by Jane Blumenfeld, Pearl Thompson, Beverly Vogel. Nashville: Abingdon Press, 1971 (\$2.75). Suggestions for teaching basic skills to handicapped children (self-help; social; communication; sensory and motor skills).
7. ISN'T IT TIME HE OUTGREW THIS?,  
by V. Baldwin, H.D. Fredericks, and G. Brodsky. Springfield, Ill: Charles C. Thomas, 1973. Step-by-step methods for teaching self-help skills to young children, and to severely handicapped youngsters. Techniques for training both academic and motor skills are also included. This book trains readers in simple methods of recording behavioral data.
8. METHODS AND AIDS FOR TEACHING THE MENTALLY RETARDED,  
by Patricia Davis. Minneapolis, Minnesota: T. S. Dennison, 1970. Practical suggestions, games, and activities related to developing communication skills, number concepts, etc.
9. ON BEING THE PARENT OF A HANDICAPPED YOUTH: A GUIDE TO ENHANCE THE SELF-IMAGE OF PHYSICALLY AND LEARNING DISABLED ADOLESCENTS AND YOUNG ADULTS,  
by Sol Gordon. New York, N. Y.: New York Assoc. for Children with Learning Disabilities, 1973.

10. P.E.T. PARENT EFFECTIVENESS TRAINING: THE TESTED NEW WAY TO RAISE RESPONSIBLE CHILDREN,  
by Thomas Gordon. N. Y.: Peter H. Wyden, Inc., 1970. Teaches active listening and communication skills--communicating personal feeling and conflict resolution.
11. PHYSICAL EDUCATION AND RECREATION FOR THE VISUALLY HANDICAPPED,  
by Charles Buell. AAHPER Publication-Sales, 120 16th St., N. W., Washington, D. C. 20036 (\$2.95). This is a booklet for parents and teachers describing employment and leisure time activities for visually handicapped, and methods of teaching physical activities. An annotated bibliography of publications and organizations concerned with the visually handicapped is included.
12. PRACTICAL ADVICE TO PARENTS: A GUIDE TO FINDING HELP FOR HANDICAPPED CHILDREN AND YOUTH,  
by CLOSER LOOK, (20 p.), Washington, D. C., 1974.
13. PRESCRIPTIONS FOR LEARNING: A PARENT'S GUIDE TO REMEDIAL HOME TRAINING,  
by Robert Valett. Palo Alto: Fearon, 1970. (\$2.75). Designed for parents of children with learning disabilities, this manual provides a series of programs for parents to use in identifying their child's skill level, and suggestions on how to develop, in consultation with the child's teacher, an appropriate training program. Also included are instructions on how to construct learning aids, and information on obtaining educational materials.
14. PROOF OF THE PUDDING,  
by Janet Bennett. Exceptional Parent, 1974, 4 (3), pp. 7-12. A mother of a retarded child discusses her child's development and successful integration into a regular class.

15. SOMETHING'S WRONG WITH MY CHILD,  
by M. Brutton, S. Richardson, and C. Mangel. New York: Harcourt, Brace, Jovanovich, 1973. This book is subtitled "A Parent's Book about Children With Learning Disabilities." The authors offer guidelines for parents interacting with professionals and explanations of special class placement, resource room placement or itinerant teacher assistance are given. Suggestions on how to handle the child at home - using consistent discipline, not favoring siblings, making clear directions and not overstimulating the home environment are included.
16. THE DEAF CHILD IN THE PUBLIC SCHOOLS--A HANDBOOK FOR PARENTS OF DEAF CHILDREN,  
by Lee Kata, and others. Danville, Ill: Interstate Printers and Publishers, Inc., 1974 (\$3.50). Discusses definitions, causes of deafness, and learning problems; types of public school programs; teacher qualifications; integration of deaf children. An annotated listing of public and private organizations serving the deaf is also included.
17. TRAINING THE RETARDED AT HOME OR IN SCHOOL,  
by Earl E. Balthazar. Palo Alto: Consulting Psychologists Press, 1976. This is a manual for parents, teachers, and home trainers which outlines a systematic training program in fundamental self care skills and basic social coping behaviors. "Schedules" are provided to assist parents or other trainers to find where the child is in his development, and what he should learn next.

### SECTION III: PARENT ORGANIZATIONS

NOTE: Due to limited space it was not possible to include every parent organization or every local chapter. An attempt was made to select a few long-established and well-known groups which have chapters serving a variety of areas of the state. To the best of our knowledge, the addresses provided were current at the time of this writing. However, since addresses and phone numbers are subject to change, we suggest that you contact the state office of the organization and/or consult your local phone directory for the most current information on regional chapters.

# CALIFORNIA ASSOCIATION FOR NEUROLOGICALLY HANDICAPPED CHILDREN (CANHC)

State Address:  
P.O. Box 4088  
Los Angeles, CA 90051

State President:  
Jack Graydon  
9126 E. Leroy St.  
San Gabriel, CA 91775

**ACTIVITIES:** An organization for parents or professionals who have an interest in helping neurologically handicapped children and in informing society about their needs and potential. The organization supports sound education programs for neurologically handicapped children in the public schools; conducts a public education program through publications, general meetings and informed speakers; provides mutual support and therapy for parents through meetings and other group activities; distributes literature to help parents and professional workers deal more effectively with neurologically handicapped children for whom they are responsible; encourages research and teacher training; and stresses the need for early diagnosis and adequate diagnostic facilities.

## ADDITIONAL CHAPTERS:

Alameda County North, 1622 Beverly Place, Berkeley, 94707  
Alameda County South, P.O. Box 1421, Fremont, 94538  
Butte County, P.O. Box 1849, Chico, 95926  
Central Contra Costa, P.O. Box 5292, Walnut Creek, 94596  
Contra Costa West, P.O. Box 515, San Pablo, 94806  
East San Gabriel, 2441 N. Cameron Avenue, Covina, 91724  
Fresno, P.O. Box 5119, Fresno, 93755  
High Desert, P.O. Box 248, Victorville, 92392  
Humbolt County, P.O. Box 604, Trinidad, 95570  
Kern County, P.O. Box 9191, Bakersfield, 93309  
Livermore, 1352 Kathy Court, Livermore, 94550  
Los Angeles, P.O. Box 45273, Los Angeles, 90045  
Mendocino County, 355 Hillview, Ukiah, 95482  
Merced, P.O. Box 1493, Merced, 95340  
Mid-Peninsula, 234 Greenmeadow Way, Palo Alto, 94306  
Napa, 2372 Ethel Porter Drive, Napa, 94558  
Northern Stanislaus, P.O. Box 4215, Modesto, 95352  
Orange County, P.O. Box 445, Buena Park, 90620  
Palomar, P.O. Box 1057, Vista, 92083  
Paso Robles, P.O. Box 1843, Paso Robles, 93446  
Pomona Valley, P.O. Box 7411, Claremont, 91711  
Redlands-Yucaipa, P.O. Box 1044, Redlands, 92373  
Sacramento, P.O. Box 255006, Sacramento, 95825  
San Bernardino, P.O. Box 3334, San Bernardino 92413  
San Diego, P.O. Box 20013, San Diego, 92120  
San Francisco, P.O. Box 16380, San Francisco, 94116  
San Mateo, P.O. Box 748, San Mateo, 94401  
Santa Barbara, P.O. Box 3512, Santa Barbara, 93105  
Santa Clara, P.O. Box 6478, San Jose, 95150  
Sonoma County, P.O. Box 11573, Santa Rosa, 95401  
Ventura, P.O. Box 5284, Oxnard, 93031  
Whittier, P.O. Box 67, La Habra, 90631

CALIFORNIA ASSOCIATION FOR THE RETARDED

1225 Eighth Street, Suite 312  
Sacramento, CA 95814  
(916) 441-3322  
Contact Person: William J. Green, Executive Director

ACTIVITIES: Parent self-help group discussions and volunteer service of various kinds, e.g., fund raising for research and program, serve on committees, assist with public information and education programs. Also provide direct service to handicapped children.

CALIFORNIA ASSOCIATION FOR THE PHYSICALLY HANDICAPPED

San Diego  
(714) 488-3566 (evenings only)  
Contact Person: Larry Adams, President

ACTIVITIES: Coordinates the needs of the physically handicapped in the community; meets monthly and has a newsletter.

ADDITIONAL LOCATIONS:

Central Coast Chapter  
3000 Augusta #129  
San Luis Obispo, CA 93401  
(805) 543-2998  
Contact Person: Mort Baldwin, President

CALIFORNIA SOCIETY FOR AUTISTIC CHILDREN

Los Angeles County Chapter  
P.O. Box 307  
Northridge, CA 91328  
(213) 938-0753  
Contact Person: Robert Bowles

ACTIVITIES: Parents of autistic children and professionals meet to provide information exchange and support programs, conferences and legislation for all developmental disabilities.

ADDITIONAL LOCATIONS:

Long Beach  
(213) 425-6850  
Contact Person: Mary Preble

San Gabriel  
(213) 284-7233  
Contact Person: Cora Breen

Sacramento  
(916) 428-6740  
Contact Person: Jeri Eaton

Santa Cruz  
(408) 335-7734  
Contact Person: Maxine Richards

San Diego  
(714) 453-7484  
Contact Person: Bob Kuhn

Santa Barbara  
(805) 967-5320  
Contact Person: Elizabeth Benson

#### EXCEPTIONAL PARENTS FOR EXCEPTIONAL CHILDREN (EX-PAR-EX)

9841 Calvin Avenue  
Northridge, CA 91324  
(213) 349-4884

ACTIVITIES: EX-PAR-EX provides three basic services for parents of children with special needs: 1) EX-PAR-EX acts as a liason between parents and government agencies to speed the process of administrative procedures to ensure maximum consideration of the parent's need for and right to financial assistance. 2) EX-PAR-EX monitors, gathers and reviews pertinent studies and research relative to the quality and availability of special education, as well as keeps current on the philosophy of local and state agencies toward the quality of, and financial support for, special education. 3) EX-PAR-EX monitors current legislation in the area of special education, and places great emphasis on the education of the general public relative to their rights to financial assistance and the appropriate education of their children, whether private or publicly provided. Meetings are held for group discussions, self-help and education. An ongoing project is aimed toward helping parents of children needing Special Education to obtain funds, file forms and select appropriate schools.

#### NATIONAL ASSOCIATION FOR THE VISUALLY HANDICAPPED

Regional Office  
3201 Balboa Street  
San Francisco, CA 94121  
(415) 221-3201  
Contact Person: Marla Long

ACTIVITIES: For parents of partially seeing children. Have monthly guest speakers and provide an information and referral service.

UNITED CEREBRAL PALSY ASSOCIATION OF CALIFORNIA

120 N. El Camino Real  
San Mateo, CA 94401  
(415) 348-1641

ACTIVITIES: Parent self-help group discussions. Volunteer in fund raising programs, legal advocacy, lobbying, etc.

ADDITIONAL LOCATIONS:

United Cerebral Palsy Association of Los Angeles County  
14651 Titus  
Van Nuys, CA 91402  
(213) 873-3366  
Contact Person: Diana DeBro

United Cerebral Palsy Association of San Francisco  
1511 Clement St.  
San Francisco, CA  
(415) 387-5202

CALIFORNIA ASSOCIATION OF STATE HOSPITAL PARENT COUNCILS

221 Manor Drive  
San Carlos, CA 94070  
Contact Person: Lore Radisch, President

## SECTION V: BEING AN ACTIVE CITIZEN

### 1. CAMPAIGN TIME, PARENT POWER TIME,

by Stanley Klein. Exceptional Parent, 1974, 4 (4), p. 45. Poses questions for parents to ask political candidates in order that awareness of programs for the handicapped will be increased.

## SECTION VI: ACTION STRATEGIES

### 1. AMERICAN ASSOCIATION FOR THE EDUCATION OF THE SEVERELY PROFOUNDLY HANDICAPPED (AAESPH)

A group of citizens working together to assure that quality education for persons with severe handicaps occurs in a speedy and equitable fashion; AAESPH publishes a monthly Newsletter, and a quarterly journal (AAESPH Review); it also holds a conference each year. Write to:

Membership Coordinator

AAESPH

1600 West Armory Way

Seattle, WA 98119

### 2. CHILDREN'S DEFENSE FUND

1520 New Hampshire Ave., N.W.

Washington, D.C. 20036

This organization which was formed "to help policymakers, other adults, and social agencies understand and better serve the needs of all children" publishes advocacy booklets of interest to parents.

### 3. COMMUNITY RESPITE CARE PROGRAM FOR THE MENTALLY RETARDED AND/OR PHYSICALLY HANDICAPPED,

by Deanna Shoob, 1976. Available for \$3.50 from the author, P. O. Box 1217, Springfield, VA. 22151. This handbook describes, in detail, how to develop a respite care program (temporary or short-term relief care to handicapped children so that parents can take vacation; respond to family emergencies; rest from the day-to-day demands, etc.); staffing; fees; funding; operating the program; recruiting; screening; and training service providers are discussed; sample forms are included.

4. GUIDE TO ASSESSMENT, PRESCRIPTIVE AND RELATED SERVICES FOR THE HANDICAPPED IN CALIFORNIA.

Volumes I and II (Northern and Southern California), 1977 edition.

Published by California Regional Resource Center, Los Angeles.

Available for reference through CLRC Associate Center Network, County Schools Offices, RLAs.

5. HOW TO ORGANIZE AN EFFECTIVE PARENT GROUP AND MOVE BUREAUCRACIES,

by Charlotte Des Jardins. 112 pp. (\$2.00), Chicago, Ill: Coordinating Council for Handicapped Children, 1971. Organization, leadership, lobbying, funding, relationships with professionals, students and volunteers, coalitions, and sample ads, press releases and other tools. Excellent handbook for action-oriented parents' groups, developed by a group of parents of handicapped children.

6. LET OUR CHILDREN GO: AN ORGANIZING MANUAL FOR ADVOCATES AND PARENTS,

by Douglas Biklen. Syracuse, N. Y.: Human Policy Press, 1974. (\$3.50).

Presents a variety of strategies and techniques to be used in bringing about change in the education of the handicapped. This is a practical and motivating volume.

7. MASSACHUSETTS CENTER FOR PUBLIC INTEREST LAW, INC.

Two Park Square

Boston, Mass. 02116

A nonprofit corporation whose major programs and services relate to law and education, law and the handicapped person, law and the implementation of public policy. The center is available, on a contract basis, to train hearing officers, advocates, and surrogate parents, as well as to provide technical assistance to states in establishing legal procedures related to special education.

8. NATIONAL ASSOCIATION FOR RETARDED CITIZENS

CITIZEN ADVOCACY PROJECT

2709 Avenue E, East

P. O. Box 6109

Arlington, Texas 76011

A federally funded project which has developed numerous training materials and publications on advocacy.

9. NATIONAL COMMITTEE FOR CITIZENS IN EDUCATION

Wild Lake Village Green, Suite 410

Columbia, Maryland 21044

(Toll Free Number: 800-NET-WORK)

An organization to help parents and parent groups become informed of their rights and their children's rights in public education decisions. The committee shows them "how to organize, develop leaders, build power bases, raise money, work with school officials, make their voice heard in negotiations with school employees, and take those responsible actions they feel will get results." Membership is open to any person or group. Numerous publications, including NETWORK--The National Newspaper for Parents.

10. PARENT ADVOCACY TRAINING (PAT),

by B. Acord (ed.). Developed at the Children's Developmental Services Dept., Casa Colina Hospital, Pomona, CA., 1976. This Parent Advocacy Training Workshop was developed by parents and professionals. It includes a parent manual, an instructor's manual, and there are two slide shows which can be used with the program: "Handicapping Conditions of Children", and "TRACK" (a five-step method for getting/sharing information from/with a professional). The program helps parents understand their child's needs and gain knowledge of handicapping conditions, as well as how to find professional services and organizations.

11. PROMISE

A statewide (Georgia) parent organization for parents of exceptional children; publishes a quarterly newsletter aimed at helping parents become better advocates for their children. Subscription/membership is \$5.00 per year. Write to:

PROMISE

P. O. Box 82260

Hapeville, GA 30354

12. THE EXCEPTIONAL PARENT

A magazine for parents of handicapped children, and also for professionals; a one year subscription is \$10.00; the Bookstore division sells books--most at discount prices; write:

The Exceptional Parent

Dept. C.

P. O. Box 4944

Manchester, N. H. 03108

Other services available from this group include:

Speakers Bureau (knowledgeable speakers available for your meeting or convention);

Seminars and Workshops (to train parents and professionals);

Program Consultation (assistance in developing, implementing, and evaluating programs and services for children with disabilities and their families);

Publishing (assistance in editing, printing and distributing pamphlets, reports and books).

For information on these services write:

Dr. Stanley D. Klein, Editor

The Exceptional Parent

Room 708 Statler Office Building

Boston, MA 02116

or call: 617-482-0480

13. WESTERN LAW CENTER FOR THE HANDICAPPED, INC.

849 So. Broadway, Suite 206

Los Angeles, CA 90014

(213) 972-0061

This center was established to provide assistance to disabled people, to promote advocacy strategies, and to deal with the issue of the rights of the disabled. Some legal assistance is offered.

14. CITIZEN ADVOCACY PROGRAMS IN CALIFORNIA

Dennis Pankratz, Director

State Citizen Advocacy Project

P. O. Box 4449

Santa Rosa, California 95402

Liane Janssen

Orange County Advocacy Services

Box 2275

Costa Mesa, California 92626

Mrs. Elaine Szehner

Central Program Services

Room 154

Sonoma State Hospital

Eldridge, California 95431

John Dearhart

Citizen Advocacy for San Luis Obispo

P. O. Box 1784

San Luis Obispo, California 93401

Claudia Bolton

Sacramento ARC

Box 16046

Sacramento, California 95816

Al Zonca

Sonoma County Citizen Advocacy Program

P. O. Box 4449

Santa Rosa, California 95402